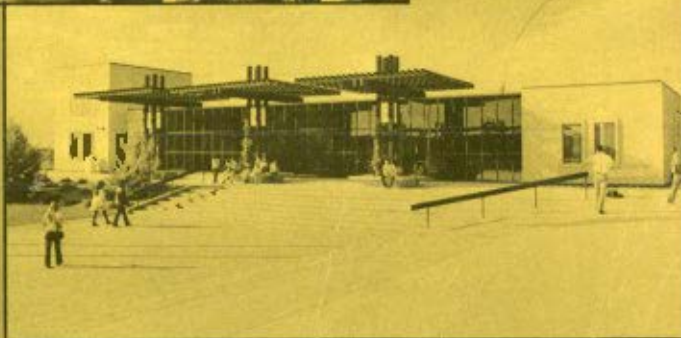
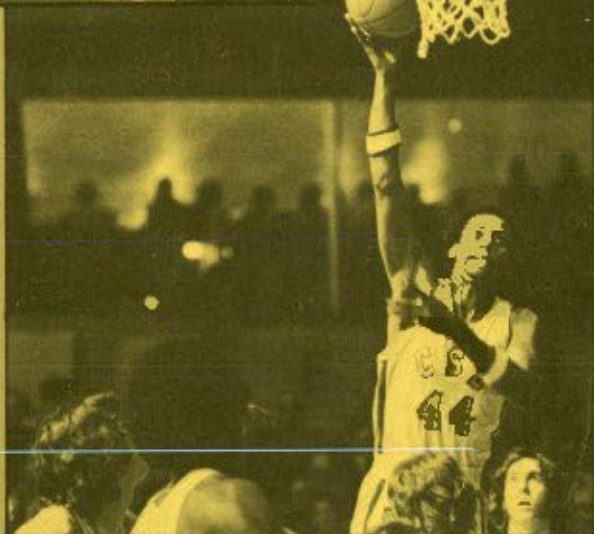
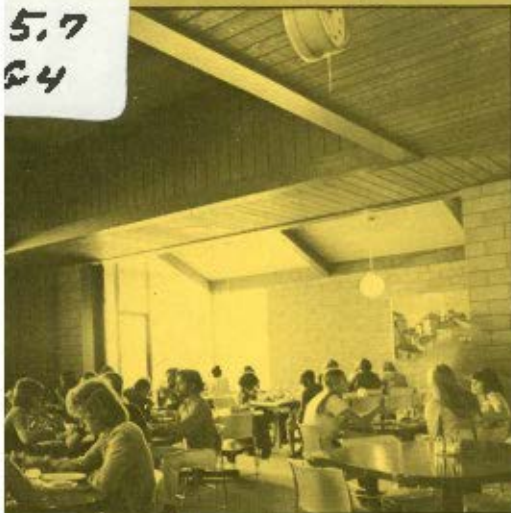


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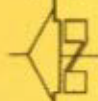


California State College, Bakersfield

CATALOG 1973-74

The Campus

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GENERAL CATALOG

of

CALIFORNIA STATE COLLEGE, BAKERSFIELD



Fall, Winter, and Spring Quarters

1973-74

NOTE: All announcements herein are subject to revision without previous notice

COLLEGE CALENDAR 1973-74

Summer 1973

First Session	June 18-July 27
Second Session	July 30-August 17

ACADEMIC YEAR 1973-74

Fall Quarter

September 17	Orientation
September 18-19	Registration
September 20	Classes begin
September 26	Last day to withdraw from classes without a "W" being recorded
September 28	Last day of late registration; last day to add classes
October 22	Holiday, Veterans Day
November 5-16	Academic advising and preregistration period for continuing students
November 9	Last day to withdraw from classes
November 22-25	Thanksgiving recess
December 3	Last day of classes
December 4-8	Examination period
December 9-	
January 1	Christmas vacation

Winter Quarter

January 2	Orientation of new students and registration
January 3	Classes begin
January 9	Last day to withdraw from classes without a "W" being recorded
January 11	Last day of late registration; last day to add classes
February 14-28	Academic advising and preregistration period for continuing students
February 25	Holiday, Washington's Birthday
February 19	Last day to withdraw from classes
March 12	Last day of classes
March 13-16	Examination period
March 17-24	Spring vacation

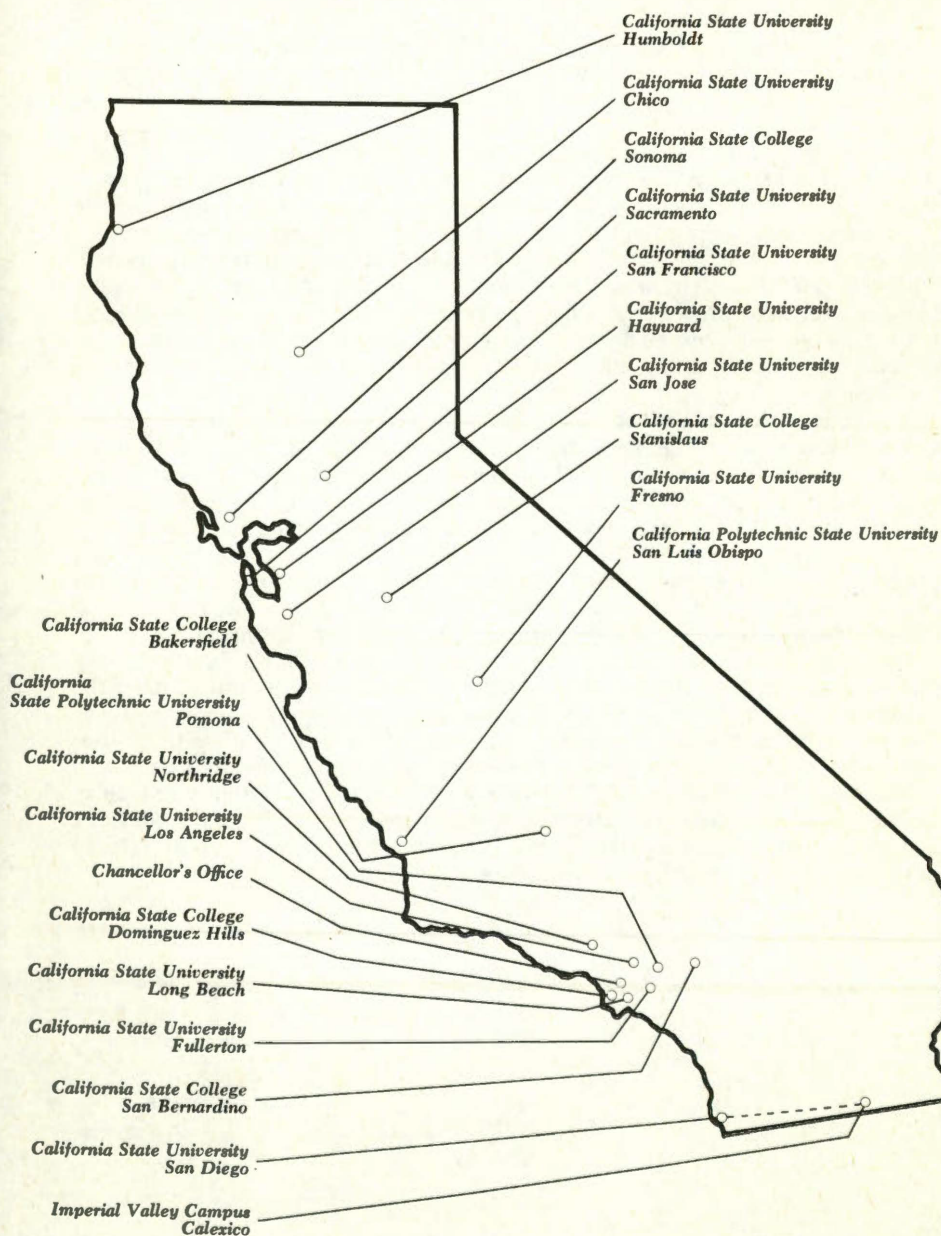
Spring Quarter

March 25	Orientation of new students and registration
March 26	Classes begin
April 1	Last day to withdraw from classes without a "W" being recorded
April 5	Last day of late registration; last day to add classes; last day to apply for graduation at end of 1974 Spring Quarter
April 29-May 8	Academic advising and preregistration period for continuing students
May 14	Last day to withdraw from classes
May 27	Holiday, Memorial Day
June 4	Last day of classes
June 5-8	Examination period
June 9	Commencement

Summer 1974

First Session	June 17-July 26
Second Session	July 29-August 16

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES



THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

The individual California State Colleges were brought together as a system by the Donahoe Higher Education Act of 1960. In 1972 the system became The California State University and Colleges and fourteen of the nineteen campuses received the title *University*.

The oldest campus—California State University, San Jose—was founded in 1857 and became the first institution of public higher education in California. The newest campus—California State College, Bakersfield—began instruction in 1970.

Responsibility for The California State University and Colleges is vested in the Board of Trustees, whose members are appointed by the Governor. The Trustees appoint the Chancellor, who is the chief executive officer of the system, and the Presidents, who are the chief executive officers on the respective campuses.

The Trustees, the Chancellor and the Presidents develop systemwide policy, with actual implementation at the campus level taking place through broadly based consultative procedures. The Academic Senate of The California State University and Colleges, made up of elected representatives of the faculty from each campus, recommends academic policy to the Board of Trustees through the Chancellor.

Academic excellence has been achieved by the California State University and Colleges through a distinguished faculty, whose primary responsibility is superior teaching. While each campus in the system has its own unique geographic and curricular character, all campuses, as multipurpose institutions, offer undergraduate and graduate instruction for professional and occupational goals as well as broad liberal education. All of the campuses require for graduation a basic program of "General Education-Breadth Requirements" regardless of the type of bachelor's degree or major field selected by the student. A limited number of doctoral degrees is offered jointly with the University of California.

Presently, under the system's "New Approach to Higher Education," the campuses are implementing a wide variety of innovative programs to meet the changing needs of students and society. Among pilot programs under way are off-campus degree programs, weekend colleges, self-paced learning programs, and special testing programs to accelerate student progress toward a degree.

Enrollments in fall 1972 totaled 278,000 students, who were taught by a faculty of 15,500. Last year the system awarded over 55 percent of the bachelor's degrees and 35 percent of the master's degrees granted in California. Almost 360,000 persons have been graduated from the nineteen campuses since 1960.

AVERAGE ANNUAL COSTS AND SOURCES OF FUNDS PER FULL TIME EQUIVALENT STUDENT IN THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

The nineteen campuses of The California State University and Colleges are financed primarily through funding provided by the taxpayers of California. For the 1973/74 year, the total cost of operation is \$555.1 million, which provides continuing support for 233,290 full-time equivalent (FTE*) students. This results in an average cost per FTE student of \$2,379 per year. Of this amount, the average student pays \$225. Included in this average student payment is the amount paid by nonresident students. The remaining \$2,154 in costs are funded by State and federal taxes.

Averages do not fit all students alike or even any specific student. To arrive at an average figure that is meaningful, the costs outlined above exclude "user fees" for living expenses, housing, and parking, as well as costs for extension and summer session work. Computations are based on full-time equivalent students, not individuals, and costs are prorated by system totals, not by campus. The average costs for a full-time equivalent student in the system are depicted in the following chart:

1973/74 PROJECTION OF TOTAL COSTS OF CAMPUS OPERATION (Including Building and Land Amortization)

Projected Enrollment: 233,290 FTE

Source	Amount	Average Cost per Student (FTE)*	Percentage
State Approp. (Support)	\$442,143,744	\$1,895	79.7
State Funding (Capital Outlay)†	29,161,250	125	5.3
Student Charges	52,402,254	225†	9.5
Federal (Fin. Aids)	31,375,098	134	5.5
Total	<u>\$555,082,346</u>	<u>\$2,379</u>	<u>100.0</u>

TRUSTEES OF THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

EX OFFICIO TRUSTEES

Hon. Ronald ReaganState Capitol Sacramento 95814
*Governor of California and
 President of the Trustees*

Hon. Ed Reinecke.....State Capitol Sacramento 95814

* For budgetary purposes, full-time equivalent (FTE) translates total head count into total academic student load. The term assumes that a full-time student in The California State University and Colleges is enrolled for 15 units of academic credit. Some students enroll for more than 15 units; some students enroll for fewer than 15 units.

† The average costs paid by a student include the materials and service fee, health facilities fee, college union fee, student body fee, and the nonresident tuition. This amount is derived by taking the total of all student fees and dividing by the total full-time equivalent student enrollment. Individual students may pay more or less than \$225 depending on whether they are part-time, full-time, resident or nonresident students.

‡ The system's more than 14,000 acres of land and the wide range of facilities and equipment on the 19 campuses are currently valued at approximately \$1.2 billion. Amortized over a 40-year period, they are valued at \$125 per FTE student.

Lieutenant Governor of California

Hon. Bob Moretti State Capitol Sacramento 95814
Speaker of the Assembly

Hon. Wilson C. Riles 721 Capitol Mall Sacramento 95814
State Superintendent of Public Instruction

Dr. Glenn S. Dumke 5670 Wilshire Blvd. Los Angeles 90036
*Chancellor of The California State
 University and Colleges*

APPOINTED TRUSTEES

Appointments are for a term of eight years expiring March 1 of the years in parentheses. Names are listed in order of appointment to the Board.

Charles Luckman (1974)
 9200 Sunset Blvd., Los Angeles, 90069

Daniel H. Ridder (1975)
 604 Pine Ave., Long Beach, 90801

George D. Hart (1975)
 111 Sutter St., San Francisco, 94104

Alec L. Cory (1973)
 530 "B" St., Suite 1900, San Diego, 92101

Edward O. Lee (1974)
 2000 Center Street
 Berkeley, California 94704

Karl L. Wente (1976)
 5565 Telsa Road, Livermore 94550

W. O. Weissich (1977)
 1299 4th St., San Rafael 94901

Robert A. Hornby (1978)
 P. O. Box 60043, Terminal Annex
 Los Angeles, 90060

Wendell W. Witter (1979)
 45 Montgomery St., San Francisco 94106

Mrs. Winifred H. Lancaster (1977)
 P. O. Drawer JJ, Santa Barbara 93102

Gene M. Benedetti (1978)
 8990 Poplar Ave., Cotati 94952

Robert F. Beaver (1976)
 254 East 27th St., Los Angeles 90011

Roy T. Brophy (1980)
 2160 Royale Rd., Suite 20, Sacramento
 95815

Mrs. C. Stewart Ritchie (1980)
 1064 Creek Dr., Menlo Park 94025

Frank P. Adams (1973)
 235 Montgomery St., San Francisco 94104

Richard A. Garcia (1979)
 P. O. Box 2073, Glendale 91209

Dean S. Leshner (1981)
 P.O. Box 5166, Walnut Creek 94596

OFFICERS OF THE TRUSTEES

Governor Ronald Reagan
President

Karl L. Wente
Chairman

George D. Hart
Vice Chairman

Chancellor Glenn S. Dumke
Secretary-Treasurer

OFFICE OF THE CHANCELLOR

The California State University and Colleges
5670 Wilshire Boulevard
Los Angeles, California 90036
(213) 938-2981

Glenn S. Dumke Chancellor
H. E. Brakebill..... Executive Vice Chancellor
Norman L. Epstein..... Vice Chancellor and General Counsel
D. Dale Hanner..... Vice Chancellor, Business Affairs
Harry Harmon Vice Chancellor, Physical Planning and Development
C. Mansel Keene Assistant Chancellor, Faculty and Staff Affairs
William B. Langsdorf..... Vice Chancellor, Academic Affairs

THE CALIFORNIA STATE UNIVERSITY AND COLLEGES

California State College, Bakersfield
9001 Stockdale Highway
Bakersfield, California 93309
Paul F. Romberg, President
(805) 833-2011

California State University, Chico
1st and Normal Streets
Chico, California 95926
Stanford Cazier, President
(916) 345-5011

California State College, Dominguez Hills
1000 E. Victoria Street
Dominguez Hills, California 90247
Leo F. Cain, President
(213) 532-4300

California State University, Fresno
Shaw and Cedar Avenues
Fresno, California 93710
Norman A. Baxter, President
(209) 487-9011

California State University, Fullerton
Fullerton, California 92634
L. Donald Shields, President
(714) 870-2011

California State University, Hayward
25800 Hillary Street
Hayward, California 94542
Ellis E. McCune, President
(415) 884-3000

California State University, Humboldt
Arcata, California 95521
Cornelius H. Siemens, President
(707) 826-3011

California State University, Long Beach
6101 East Seventh Street
Long Beach, California 90840
Stephen Horn, President
(213) 498-4111

California State University, Los Angeles
5151 State University Drive
Los Angeles, California 90032
John A. Greenlee, President
(213) 224-0111

California State University, Northridge
18111 Nordhoff Street
Northridge, California 91324
James W. Cleary, President
(213) 885-1200

California State Polytechnic University,
Pomona
3801 West Temple Avenue
Pomona, California 91768
Robert C. Kramer,
President
(714) 598-4141

California State University, Sacramento
6000 J Street
Sacramento, California 95819
James Bond, President
(916) 454-6011

California State College, San Bernardino
5500 State College Parkway
San Bernardino, California 92407
John M. Pfau, President
(714) 887-6311

California State University, San Diego
5402 College Avenue
San Diego, California 92115
Brage Golding, President
(714) 286-5000

Imperial Valley Campus
720 Heber Avenue
Calexico, California 92231
(714) 357-3721

California State University, San Francisco
1600 Holloway Avenue
San Francisco, California 94132
S. I. Hayakawa, President
(415) 469-9123

California State University, San Jose
125 South Seventh Street
San Jose, California 95114
John H. Bunzel, President
(408) 277-2000

California Polytechnic State University,
San Luis Obispo
San Luis Obispo, California 93401
Robert E. Kennedy, President
(805) 546-0111

California State College, Sonoma
1801 East Cotati Avenue
Rohnert Park, California 94928
Thomas H. McGrath, President
(707) 795-2011

California State College, Stanislaus
800 Monte Vista Avenue
Turlock, California 95380
Carl Gatlin, President
(209) 634-9101

CALIFORNIA STATE COLLEGE, BAKERSFIELD

ADVISORY BOARD

Walter Kane, Chairman	Bakersfield
William Rodgers, Vice Chairman	Porterville
George M. Laurance, Treasurer	Taft
Dr. Joseph Anderson	Bakersfield
Kenneth R. Croes	Bakersfield
Dr. John B. Montgomery	Delano
Mrs. William E. Moore, Jr.	Bakersfield
Edgar M. Richardson	Bakersfield
Reverend Tyree Toliver	Bakersfield
M. L. Wiedmann	Shafter
Haskell Wilson	China Lake

FOUNDATION BOARD

James L. Burke, Chairman	Bakersfield
Mrs. Richard E. Frasch, Vice Chairman	Bakersfield
Dr. Paul F. Romberg, Secretary	Bakersfield
Curtis Darling, Treasurer	Bakersfield
Robert W. Bennett	Porterville
John Brock	Bakersfield
Louis R. Deadrich	Bakersfield
Dr. John L. Forney, M.D.	Bakersfield
Albert H. Holloway	Wasco
Jimmie Icardo	Bakersfield
Dr. Clifford F. Loader	Delano
Henry C. Mack	Bakersfield
Hugh C. Mays	Taft
M. B. McFarland, Jr.	McFarland
Martin J. Zaninovich	Delano
Chairman, College Council-Ex Officio	Bakersfield

ADMINISTRATIVE OFFICERS

President	Paul F. Romberg, Ph.D., University of Nebraska
Assistant to the President and Director of Public Affairs	Sidney L. Sheffield, B.A., California State College, Long Beach
Secretary to the President	Mrs. Esther Copeland

INSTRUCTION

Academic Vice President	Philip S. Wilder, Jr., Ph.D., Harvard University
Assistant to the Academic Vice President	Jon Stuebbe, J.D., University of California, Davis
Dean, Academic Village	James C. Horton, Ph.D., University of Wisconsin, Madison
Dean, School of Behavioral Sciences	Thomas M. Watts, Ph.D., Indiana University
Dean, School of Humanities	Vincent H. Ponko, Jr., Ph.D., Loyola University
Dean, School of Natural Sciences and Mathematics	John R. Coash, Ph.D., Yale University
Dean (Acting), School of Education	Donald C. Bridgman, Ed.D., University of Southern California
Dean, School of Business and Public Administration	Robert K. Coe, Ph.D., Syracuse University
Director of Libraries	Benton F. Scheide, Ph.D., Case Western Reserve University
Head of Public Services—Library	Clinton R. Burt, M.S., University of Southern California
Head of Technical Services—Library	James Segesta, M.S. in L.S., University of Southern California
Coordinator of Audio-Visual Services	Richard D. Graves, D.Ed., University of California, Los Angeles
Director of Continuing Education	Roy R. Dull, Ph.D., Claremont Graduate School

ADMINISTRATIVE SERVICES

Dean for Administration	Kenneth E. Secor, Eng.D., University of California, Berkeley
Campus Planning Officer	Laurens A. Denison, Registered Architect
Chief of Security Services	Albert P. Zuniga
Director of Institutional Studies and Automatic Data Processing	John C. Biddle, Ed.D., Indiana University
Director of Personnel Services	Paul J. Castro, B.A., Stanislaus State College
Director of Physical Plant	James C. Schasteen

BUSINESS MANAGEMENT

College Business Manager	Gordon M. Callison, M.B.A., George Washington University
Administrative Assistant	Stan T. Frazier
Director of Accounting Services	Elbert J. Kirby, B.A., Fresno State College
Director of Procurement and Support Services	Peter S. Sharland,

Bookstore Manager	B.A., San Jose State College Donald R. Norwood
Food Services Manager	B.S., University of Houston Rolland L. Toevs, B.A., Idaho State University

STUDENT SERVICES

Dean of Students	George B. Hibbard, Ed.D., Michigan State University
Associate Dean, Admissions and Records	Homer Montalvo B.A., Fresno State
Registrar	Nolan Shaffer M.A., Fresno State University
Coordinator of School Relations	Jerry L. Humpert, M.A., New Mexico Highlands University
Evaluation Coordinator	Margaret Whitaker, A.A., Pasadena City College
Associate Dean, Activities and Housing	Peter E. Steiner, Ph.D., University of California, Berkeley
Activities Advisors	Brenda Barham, M.A., Claremont Graduate School Janis Linfield, M.Ed., University of Arizona
Director of Housing	John Beckman M.Ed., University of San Diego
Coordinator of Health Services	Celia L. Bitz, RN, B.S., Montana State University
Health Center Physician	William L. McEwen, M.D., Rush Medical College, University of Chicago
Associate Dean, Counseling and Testing	Richard M. Swank, Ph.D., Purdue University
Counselors	Shirley Van Dreal, B.A., Fresno State University Dale Moody, Ph.D., Stanford University
Director of Placement	William Perry, B.A., Fresno State College
Director of Financial Aids	Richard T. Huntley, M.A., Claremont Graduate School
Director of Educational Opportunity Program	Lee Adams, B.A., University of Kansas

INTRODUCTION TO THE COLLEGE

California State College, Bakersfield opened for instruction in September, 1970, with a firm commitment to the highest standards of academic excellence. This beginning of instruction represented both the culmination of intensive planning that had been underway since the College was created by legislative action in 1965 and also the first chapter in a chronicle of educational service designed to continue in expanding fashion for the years ahead.

The College opened, as the nineteenth institution in the California State University and College system, in eleven carefully designed and newly constructed buildings on a 375-acre campus at the western edge of Bakersfield. During 1970-71 the College had approximately 800 full time students and 70 faculty members. For 1971-72 the student body numbered 1,500 and the faculty slightly over 100.

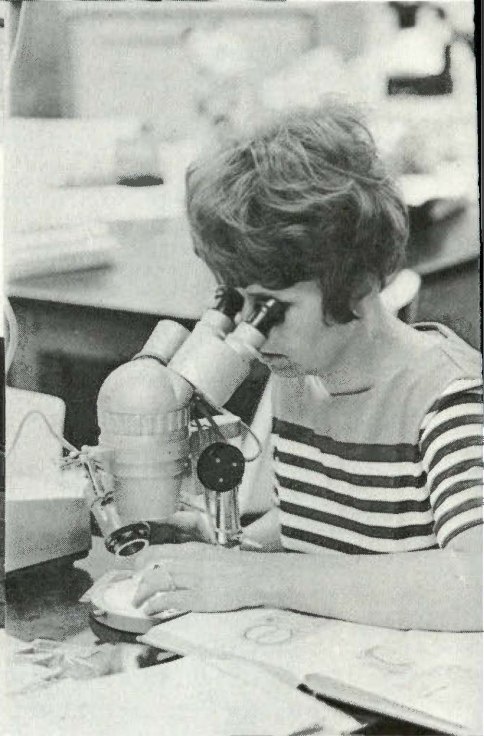
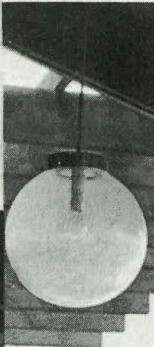
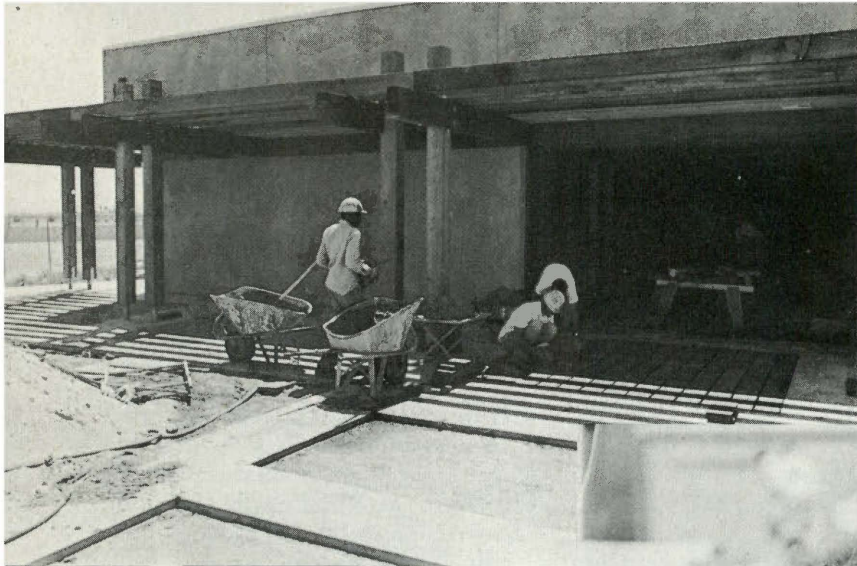
Plans for 1973-74 call for 2,400 students and 160 faculty members. By the time the freshmen entering in 1973 are ready to graduate, the College will have grown substantially with additional buildings and a broadened range of academic offerings.

The college plan, which has been developed since the appointment of President Paul F. Romberg in 1967, rests on assumptions including the following:

1. A liberal education is important for all students as a source of personal strength and as a basis for adaptation to future change in this fast moving world.
2. The student body will have the ability to benefit from, and therefore will expect, a rigorous and exciting academic program.
3. There are various forms of effective education, each requiring an atmosphere of active academic inquiry. The academic program as well as the faculty and students of this college must remain responsive to the need for flexibility and change.
4. The architectural plan of the College's campus should be designed to contribute to the academic environment.

The plan for California State College, Bakersfield, rests on a conviction that an effective college should constitute a community made up of professors and students, with the students learning from each other as well as from their instructors. The design for this campus includes a number of academic villages, the first of which opened in 1972. This serves as a living-learning center in which commuting students, dormitory residents, and staff members can supplement formal academic programs with other dimensions of interchange. This arrangement provides CSB students a unique advantage.

The academic program is designed to provide the College's students with a unified educational experience. The introductory course in each department is aimed at demonstrating the broad significance of the discipline. Part of the sophomore year is devoted to a seminar that presents an overview of ideas considered in regular General Education courses. Work offered in each department takes account of the extent to which



The campus environment at CSB presents a kaleidoscopic image of dynamic growth and development.



traditional academic disciplines overlap in their concerns. Each senior takes a seminar in which the work in his area of concentration is analyzed in broad perspective. The academic villages provide important supplements to the various features of the formal academic program.

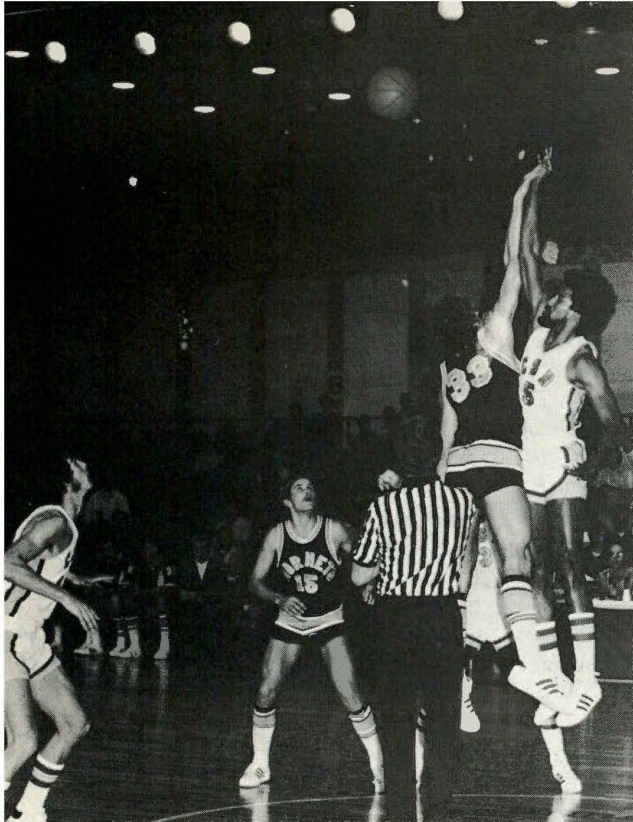
As one means of achieving educational effectiveness, the College operates on a three-course, three-term plan. This schedule, under which the normal student load is three courses of five quarter units each, permits a productive focusing of academic attention. This opportunity for study in depth is supplemented by the less formal interchanges within the academic villages. The academic year consists of three eleven-week terms extending from September to June. There are two summer sessions, the first lasting for six weeks and the second for three.

The role of this college is seen as going well beyond that of service only to its students. The staff intends that the establishment of this institution will make a substantial contribution to the citizens of the entire region.

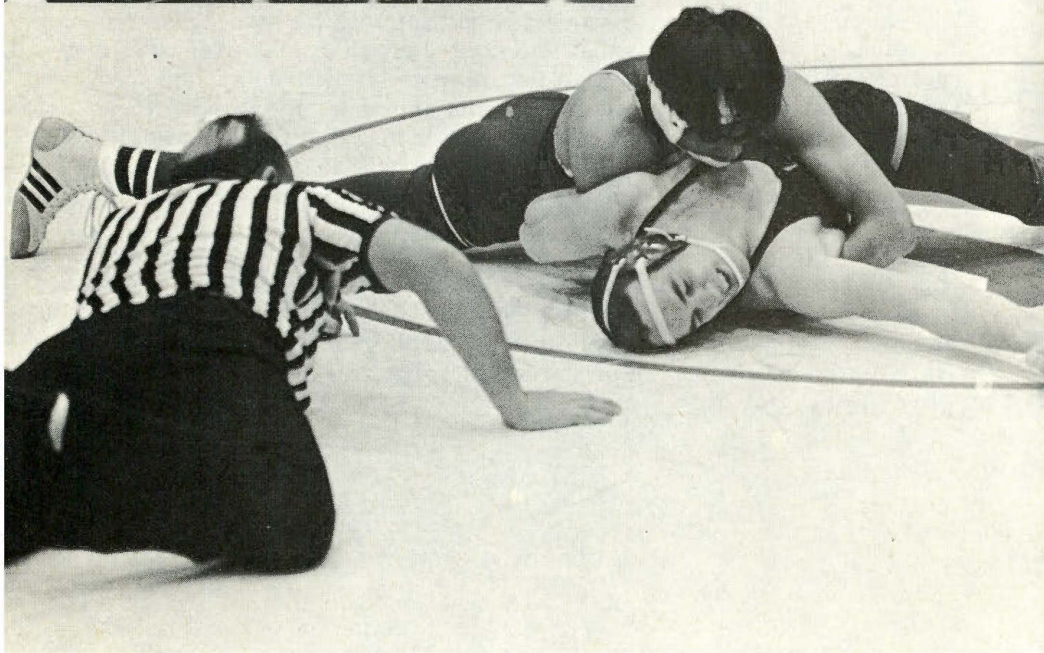
Integration of the College with the community will be made more dramatic and more effective than could normally be the case because the provisions under which the state accepted the gift of land to serve as a campus included an agreement giving the College a strong voice in development of all land within a one-mile radius of the college site. This will permit establishment of an integrated, college-oriented complex that will serve as a bridge between the college and the community at large.

This institution has begun its operation with many circumstances in its favor. As a State College, it can keep the relationship between research and teaching in proportions that will contribute to its effectiveness as a place of learning. The diversified nature of the student body, balanced between students commuting from home and those living with their fellow students on or near the campus, should be a significant asset. The College's location in a substantial metropolitan area immediately adjacent to rural communities and open land provides opportunities both for service and for study.

In the years between a young man or woman's completion of high school and the time he graduates from college, he has undergone a major transformation. As the arena in which this change takes place a college has a heavy obligation. The program of this college has been designed to insure that its graduates are prepared not only to make a living but also to live meaningful lives.



CSB continued its winning ways in basketball (left) by joining the CCAA in 1972-73, and wound up the season at the NCAA western regional tournament as conference co-champions with U.C. Riverside. Intercollegiate teams were also fielded in cross country, track, tennis, golf and wrestling (below), with excellent overall performances.



THE COLLEGE PHYSICAL PLANT

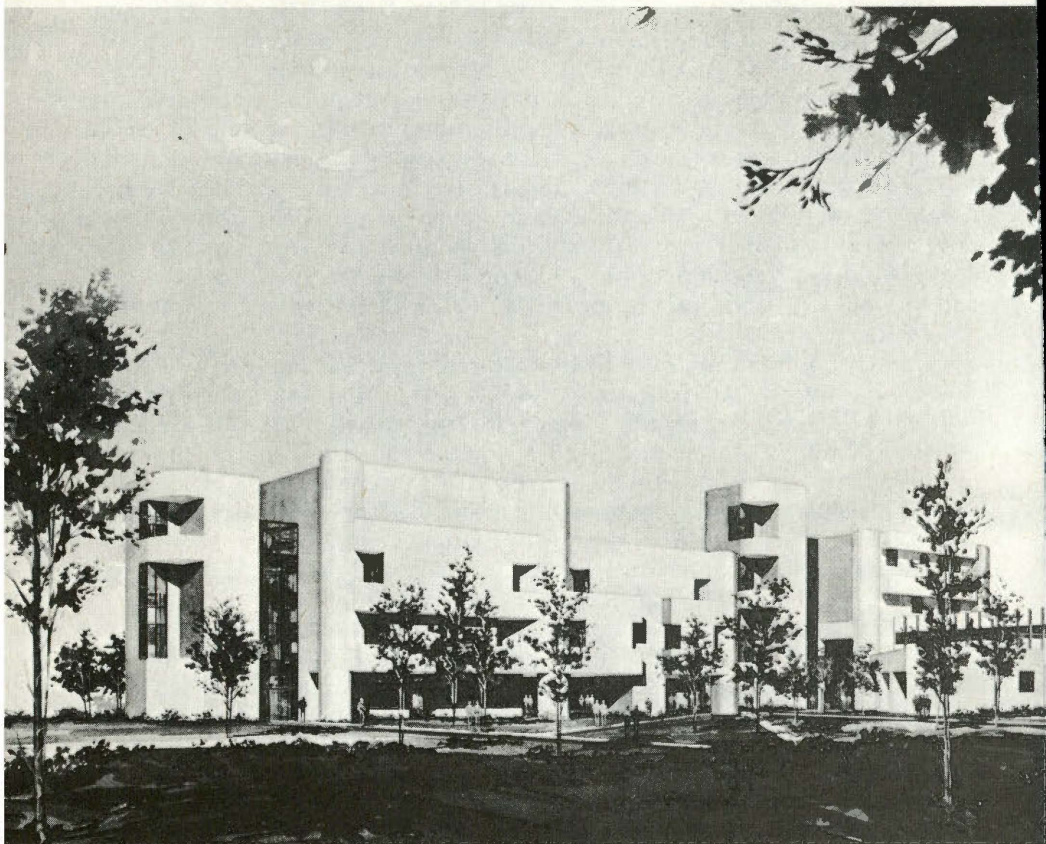
As classes opened in fall 1972, the instructional operations of California State College, Bakersfield were housed in an initial building complex covering some 92,000 square feet, the newly-completed Science Building I (40,000 sq. ft.), and several modular units installed on a temporary basis. The various buildings comprising this plant must embrace a multiplicity of functions in order to provide the basic support required by the academic programs of the new institution. Included in these structures are: a complement of lecture classrooms of sizes ranging from 20 to 65 students; laboratories to implement the College's offerings in the physical and life sciences; specialized spaces for art and music instruction; a library housing a growing collection of over 97,000 volumes (see expanded description below); a computer center; student service areas, such as a snack bar and a bookstore; and faculty offices and administrative and operational quarters.

Construction of the College's first student residence facilities was completed in August 1972 in anticipation of their availability for use during the 1972-73 academic year. Living and dining provisions for 360 students resulted from this project, as well as lounge and study spaces for a like number of commuters. When complemented by the addition of a similar residential component to be available after 1973, these facilities will form the living element of the first campus living-learning village; portions of the initial academic buildings, located nearby, will provide instructional support for the learning processes at work in the village.

Several other building programs were under way or in some design stage as instruction began in 1972. A Nursing Building funded from non-State sources is now well into the construction stages and should be completed by fall 1973. The current development program for indoor and outdoor physical education facilities indicates that the institution's initial plant units in that instructional area will be available by fall 1973 or shortly thereafter. Planning for a large (55,000 sq. ft.) classroom-office structure for use by 1974 is well advanced, as is that for other significant and related campus improvements, such as a student health center, expanded library space, and additional specialized facilities for the sciences and the fine arts. These will all be coordinated by the guidelines set forth in the architectural master plan for the campus, and regulated by the requirements of the College's developing academic environment. Growth of the campus physical plant in ensuing years will of course occur along lines established by these same influencing factors and at a rate consistent with increases in institutional enrollment.

THE COLLEGE LIBRARY

The library is an instructional instrument provided to advance the educational objectives of the College. It comprised a book collection upwards of 97,400 volumes at the beginning of the academic year 1972-73. More than 1,800 periodical subscriptions augment the book collection. Many back numbers of periodicals are available, either in bound form or



Science Building Complex—Architect's conception of Science Building II (center), which will approximately double existing science laboratory facilities (left background) in the 1975-76 academic year.

on microfilm. The library holdings also include a collection of several thousand state and federal documents, a collection of elementary and high school text books, a children's literature collection, and a pamphlet file. As a depository, the library regularly receives California State publications. It also acquires selected federal publications.

All materials are easily accessible to students, and open shelving gives library users convenient access to the books. Special facilities include a group study room, a public typing room, and a microfilm room equipped with machines for reading microtexts. Convenient seating for readers is provided among the book stacks, and the building includes an outdoor court.

The audiovisual media center is a division of the library, with resources which complement the book collection. Holdings include a variety of non-book materials such as audio tapes, records, slides, film strips and motion pictures. Listening and viewing rooms are provided in the media center for evaluation and use of resident materials. A "touch-tone" audio-retrieval system is operational for language studies, music, and general instructional support. Technical services allied to audiovisual media and instruction are provided from this area.

THE COLLEGE FOUNDATION

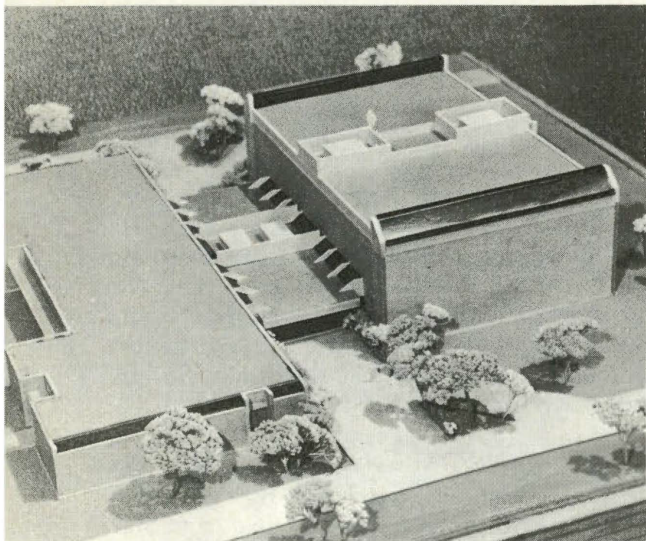
The California State College, Bakersfield Foundation is organized to provide essential auxiliary services which cannot be provided from State appropriations for the instructional program. In support of the College, the Foundation receives private and public gifts and grants including contributions to student loan and scholarship funds, the library, laboratories and special collections, as well as research grants and general donations. In addition, the Foundation maintains the College Bookstore, Food Service, Intercollegiate Athletic Program and Alumni Association.

BOOKSTORE

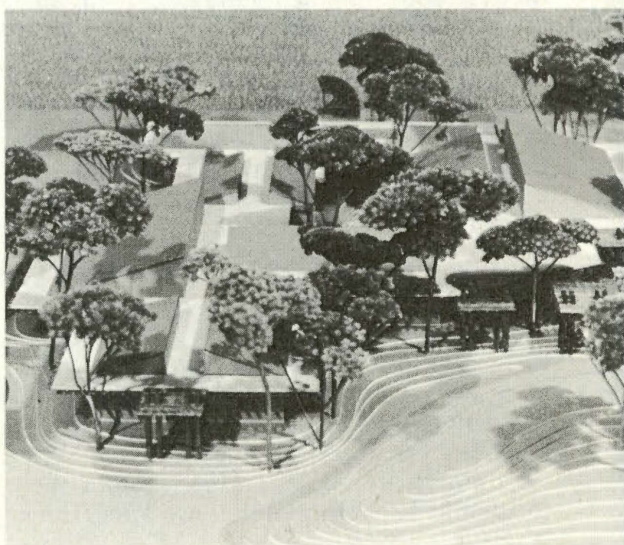
Students will be able to purchase all of their text or non-text books, supplies and sundries from the on-campus bookstore operated by the College Foundation. Hours of service are posted at the bookstore. Open hours are extended during registration periods. Proceeds from the bookstore are used to further the educational aims of the college.

FOOD SERVICE

The College Foundation operates a cafeteria at the west end of the campus and a dining hall in the Academic Village, providing a wide variety of hot and cold food and drink items. Current hours of operation of the cafeteria are from 7:30 a.m. to 8:00 p.m. Monday through Thursday, and 7:30 a.m. to 3:30 p.m. Friday. Dining hall hours are approximately one hour for breakfast, one and one-half hours for lunch and one hour for dinner. Non-boarders may eat in the dining hall on a cash basis; Academic Village residents use a meal ticket.



Building for the Future—The CSUC Trustees have approved schematic models for an initial indoor physical education facility (upper left) and a student health center (lower right) for CSB, with both projects scheduled for completion in the 1974-1975 academic year.



ADMISSION, REGISTRATION AND FEES

ADMISSION TO THE COLLEGE

Requirements for admission to the California State University and Colleges are in accordance with *Title 5*, Chapter 5, Subchapter 2 of the *California Administrative Code*, as amended by the Board of Trustees of the California State University and Colleges on November 24, 1970. A prospective applicant who is unsure of his status under the requirements is encouraged to consult his school or college counselor or a Campus Admissions Officer.

Students may be admitted to the College at any of three levels:

1. Freshman standing (entering college for the first time).
2. Advanced standing (students transferring as undergraduates from other colleges and universities).
3. Unclassified graduate standing (students holding an acceptable baccalaureate degree).

Students may qualify for admission by submitting applications and transcripts (two copies of each) showing that they meet the admission standards described in detail below. These standards are uniform for all State colleges.

Information regarding admission to the College and academic programs may be obtained by contacting the Office of Admissions and Records. General catalogs and schedules of classes are sold on campus or through the mail by the College Bookstore. Schedules and catalogs are often available for inspection in libraries of schools and colleges and the offices of other educational agencies.

KINDS OF ENTRY—UNDERGRADUATE

1. *New Student*.....A beginning freshman or transfer who has not attended CSB as a matriculated student.
2. *Re-Entry*.....A person who has attended CSB previously as a matriculated student, who is not on academic drop status.
3. *Re-Admission*A person who has attended CSB previously as a matriculated student, who is currently on academic drop status.
4. *Non-Matriculant*.....A person enrolling in extension and/or summer session, who is not admitted as a matriculated student nor is eligible to enroll as a regular student until completing admission requirements and procedures.

WHO MUST APPLY

An Application for Admission must be filed by any person who wishes to enroll for a fall, winter, or spring quarter, either full-time or part-time, unless he was enrolled for resident credit or withdrew from the College during the regular term preceding the quarter for which he wishes to enroll. In addition, students receiving the baccalaureate degree from CSB must apply for re-entry to continue enrollment with graduate standing. A student previously enrolled only in summer session or extension courses must make formal application if he wishes to continue his attendance in a regular term.

UNDERGRADUATE APPLICATION PROCEDURES—1974-75

All prospective undergraduate students must file a complete application for admission within the appropriate filing period. A complete application includes an application, a residence questionnaire, a data coding form, and the \$20.00 non-refundable application fee. Each undergraduate applicant may file only one

application for any one term with The California State University and Colleges System. Applications may be obtained from any campus of the system or high school and community college counselors, and should be filed with the campus of first choice. Alternate choice campuses may be listed on the application. Applicants seeking financial aid should also complete and submit with the application a Preliminary Financial Aid Application.

GRADUATE APPLICATION PROCEDURES—1974-75

All applicants for any type of post-baccalaureate status (e.g., Master's degree aspirants, those seeking credentials, and those interested in taking courses for professional growth, etc.), must file a complete application packet for admission to post-baccalaureate status within the appropriate filing period. A complete application packet for admission to post-baccalaureate status includes an "Application for Admission/Readmission" (for post-baccalaureate students), a "Residence Questionnaire", a "Supplemental Graduate Admissions Application", a "Data Coding Form", and the \$20.00 non-refundable application fee. Post-baccalaureate applicants who were enrolled as undergraduate students at the campus in the term immediately preceding the term for which they now wish to apply are also required to complete and submit an application packet and remit the \$20.00 non-refundable application fee. Applicants seeking financial aid should also complete and submit with the application material specified above, a "Preliminary Financial Aid" application.

Since applicants for post-baccalaureate programs will be limited to the choice of a single campus on each application, redirection to alternative campuses will be minimal. In the event that a post-baccalaureate applicant wishes to be considered by more than one campus, it will be necessary to submit a separate application (and fee) to each.

Application materials may be obtained from the Office of Admissions or the Graduate Studies Office of any campus within the system and should be filed with the campus of first choice.

APPLICATION FILING PERIODS—1973-74

<i>Term</i>	<i>Initial Filing Period</i>	<i>Extended Filing Period</i> (Begins on date given and continues until quotas are reached)
Winter Quarter, 1974	June 1-30, 1973	July 1, 1973
Spring Semester, 1974	Aug. 1-31, 1973	Sept. 1, 1973
Spring Quarter, 1974	Aug. 1-31, 1973	Sept. 1, 1973

APPLICATION FILING PERIODS—1974-75

<i>Term</i>	<i>Initial Filing Period</i>	<i>Extended Filing Period</i> (Begins on date given and continues until quotas are reached)
Summer, 1974	Jan. 1-31, 1974	Feb 1, 1974 (CSB offers two summer sessions instead of a summer quarter)
Fall Quarter, 1974	Nov. 1-30, 1973	Dec. 1, 1973
Fall Semester, 1974	Nov. 1-30, 1973	Dec. 1, 1973
Winter Quarter, 1975	June 1-30, 1974	July 1, 1974
Spring Quarter, 1975	Aug. 1-31, 1974	Sept. 1, 1974
Spring Semester, 1975	Aug. 1-31, 1974	Sept. 1, 1974

Spring Semester, 1975

Aug. 1-31, 1974

Sept. 1, 1974

CALENDARS*Semester Calendar*

Chico	Northridge
Fresno	San Francisco
Fullerton	San Jose
Long Beach	Sonoma
Sacramento	Stanislaus *
San Diego	

Quarter Calendar

Bakersfield	Los Angeles
Dominguez Hills	Cal Poly, Pomona
Hayward	San Bernardino
Humboldt	Cal Poly, SLO

* The Stanislaus campus is on a modified semester plan, with an "early" fall semester, concluding before the December holidays, an interim term of one month, and a regular spring semester.

INITIAL FILING PERIOD

All applications filed during the initial filing period will receive equal consideration within established enrollment categories and quotas, irrespective of the time and date they are filed.

Space Reservations

Applicants who can be accommodated within enrollment quotas will receive confirmation of space reservation. Although the space reservation is not a statement of admission, it is a commitment on the part of the campus to admit a student once eligibility has been determined. When the student receives notice of the space reservation, he should initiate action to have transcripts of all college and high school work sent to the campus where space has been reserved. The campus will inform him of the number of copies of transcripts required, dates for submittal, and where they should be sent. **THE STUDENT SHOULD NOT REQUEST THAT TRANSCRIPTS BE SENT UNTIL REQUESTED TO DO SO BY THE CAMPUS WHERE SPACE HAS BEEN RESERVED.**

Redirection

Applications of students who cannot be accommodated at their first choice campus will automatically be redirected to their second choice, and, if they cannot be accommodated there, to their third choice, etc.

Hardship Petitions

Each campus has established procedures to consider qualified applicants who would be faced with an extreme hardship if not admitted. Prospective hardship petitioners should contact the campus regarding specific policies governing hardship admission.

Extended Filing Period

Colleges not filling category quotas during the initial filing period will continue to accept applications during the extended filing period until quotas are filled. Application priority within the extended period will be granted in chronological order of application receipt by the campuses.

DECLARATION OF A MAJOR

Beginning freshmen and lower division transfer students do not need to commit themselves to a specific major area. Freshmen and sophomores at the College are assisted by academic advisors who encourage investigation of various academic areas while the general education program of lower division requirements is being satisfied.

Lower division students who do indicate an intended concentration are advised and counseled accordingly, with formal commitment to a major coming at the end of the sophomore or start of the junior year through completion of an appropriate form in the Office of Admissions and Records. Prospective majors in Medical Technology and Nursing are not considered formally admitted to those majors until having passed successfully the secondary criteria established by those Departments.

At the time the student becomes a declared major, he is assigned an academic advisor from the faculty of the area in which he is concentrating.

UNDERGRADUATE ADMISSIONS REQUIREMENTS

First-Time Freshmen

Applicants who have completed no college work after high school graduation will be considered for admission as first-time freshmen under one of the following provisions. Results of either the CEEB Scholastic Aptitude Test (SAT) or the American College Testing program examination (ACT) are acceptable in establishing eligibility.

Exceptions: College credit earned concurrent with high school enrollment; college credit earned in summer session after high school and prior to regular matriculation in college; college credit granted for the CLEP or ADVANCED PLACEMENT programs, or military or USAFI courses; or college credit granted for some non-traditional learning experience, will *not* affect the applicant's status as a first-time freshman for application quota purposes as well as admission. Further, the accelerated student, who completes his high school program mid-year, who has applied to the California State University and Colleges for the following Fall term, but chooses to attend a local community college in the spring term will be considered a first-time freshman for application quota purposes as well as admission. All such college or advanced standing credit, if fully acceptable as transfer credit, will be granted the student after admission.

Recommended High School Preparation

Overall excellence of performance in high school subjects and evidence of academic potential provides the basis for admission to the College. While no specific course pattern is required to be properly prepared to undertake a full program of studies, the applicant is strongly encouraged to include the following subjects in his high school program:

1. College preparatory English.
2. Foreign language.
3. College preparatory mathematics.
4. College preparatory laboratory science.
5. College preparatory history and/or social science.
6. Study in speech, music, art, and other subjects contributing to a strong academic background.

California High School Graduates and Legal Residents

California high school graduates and legal residents for tuition purposes must have a grade point average and total score on the SAT, or composite score on the ACT, which together provide an eligibility index placing them in the upper one-third of California high school graduates. The grade point average is based upon all high school course work completed in grades 10-12, excluding physical education and military science courses. The minimum eligibility index is: SAT = 3072 and ACT = 741. The index is computed either by multiplying the

grade point average by 800 and adding it to the total SAT score, or multiplying the grade point average by 200 and adding it to 10 times the composite ACT score.

Non-Residents Graduating from High Schools in Other States or U.S. Possessions

High school graduates from other states or possessions who are non-residents for tuition purposes must present an eligibility index which places them in the upper one-sixth of California high school graduates. The minimum required eligibility index is: SAT = 3402; ACT = 826, and is calculated as in the previous section.

Eligibility Index

The following chart is used in determining the eligibility of graduates of California high schools (or California legal residents) for freshman admission to a CSUC. Grade point averages are based on work completed in the last three years of high school, exclusive of physical education and military science. Scores shown are the SAT Total and the ACT Composite. Students with a given G.P.A. must present the corresponding test score. Conversely, students with a given ACT or SAT score must present the corresponding G.P.A. in order to be eligible.

G.P.A.	A.C.T. Score	S.A.T. Score	G.P.A.	A.C.T. Score	S.A.T. Score	G.P.A.	A.C.T. Score	S.A.T. Score	G.P.A.	A.C.T. Score	S.A.T. Score	G.P.A.	A.C.T. Score	S.A.T. Score
(—) ¹	--	---	2.96	15	704	2.71	20	904	2.47	25	1096	2.22	30	1296
3.20	11	512	2.95	16	712	2.70	21	912	2.46	25	1104	2.21	30	1304
3.19	11	520	2.94	16	720	2.69	21	920	2.45	26	1112	2.20	31	1312
3.18	11	528	2.93	16	728	2.68	21	928	2.44	26	1120	2.19	31	1320
3.17	11	536	2.92	16	736	2.67	21	936	2.43	26	1128	2.18	31	1328
3.16	11	544	2.91	16	744	2.66	21	944	2.42	26	1136	2.17	31	1336
3.15	12	552	2.90	17	752	2.65	22	952	2.41	26	1144	2.16	31	1344
3.14	12	560	2.89	17	760	2.64	22	960	2.40	27	1152	2.15	32	1352
3.13	12	568	2.88	17	768	2.63	22	968	2.39	27	1160	2.14	32	1360
3.12	12	576	2.87	17	776	2.62	22	976	2.38	27	1168	2.13	32	1368
3.11	12	584	2.86	17	784	2.61	22	984	2.37	27	1176	2.12	32	1376
3.10	13	592	2.85	18	792	2.60	23	992	2.36	27	1184	2.11	32	1384
3.09	13	600	2.84	18	800	2.59	23	1000	2.35	28	1192	2.10	33	1392
3.08	13	608	2.83	18	808	2.58	23	1008	2.34	28	1200	2.09	33	1400
3.07	13	616	2.82	18	816	2.57	23	1016	2.33	28	1208	2.08	33	1408
3.06	13	624	2.81	18	824	2.56	23	1024	2.32	28	1216	2.07	33	1416
3.05	14	632	2.80	19	832	2.55	24	1032	2.31	28	1224	2.06	33	1424
3.04	14	640	2.79	19	840	2.54	24	1040	2.30	29	1232	2.05	34	1432
3.03	14	648	2.78	19	848	2.53	24	1048	2.29	29	1240	2.04	34	1440
3.02	14	656	2.77	19	856	2.52	24	1056	2.28	29	1248	2.03	34	1448
3.01	14	664	2.76	19	864	2.51	24	1064	2.27	29	1256	2.02	34	1456
3.00	15	672	2.75	20	872	2.50	25	1072	2.26	29	1264	2.01	34	1464
2.99	15	680	2.74	20	880	2.49	25	1080	2.25	30	1272	2.00	35	1472
2.98	15	688	2.73	20	888	2.48	25	1088	2.24	30	1280	(—) ²		
2.97	15	696	2.72	20	896	----	----	----	2.23	30	1288			

¹ Students earning grade point averages above 3.20 are eligible for admission.

² Students earning grade point averages below 2.0 are not eligible for admission.

Graduates of High Schools in Foreign Countries

Applicants who are graduates of foreign high schools must have preparation equivalent to that required of eligible California high school graduates. The campus will carefully review the previous record of all such applicants and only those with promise of academic success equivalent to that of eligible California

high school graduates will be admitted. Such applicants are not required to take the SAT or ACT except when specifically requested to do so.

Non-High School Graduates

Applicants who are over 18 years of age, but have not graduated from high school will be considered for admission only when preparation in all other ways is such that the campus believes promise of academic success is equivalent to that of eligible California high school graduates.

High School Students

Students still enrolled in high school will be considered for enrollment in certain special programs if recommended by the principal and if preparation is equivalent to that required of eligible California high school graduates. Such admission is only for a given program and does not constitute the right to continued enrollment.

ADVANCED PLACEMENT

California State College, Bakersfield grants credit toward its undergraduate degrees for successful completion of examination of the Advanced Placement Program of the College Entrance Examination Board. Students who present scores of three or better will be granted nine quarter units (six semester units) of college credit.

ADMISSION OF UNDERGRADUATE TRANSFER STUDENTS

Applicants for admission to the California State University and Colleges as undergraduate transfers will be considered for admission under one of the following provisions:

Applicants with 90 or More Quarter Units (60 or more Semester Units)

Applicants who have successfully completed 90 or more transferable quarter units (60 or more transferable semester units), or the equivalent, are eligible for admission if they have achieved a grade point average of 2.0 (C) and were in good standing at the last college attended. Nonresident applicants must have earned a grade point average of at least 2.4 (C+).

Applicants with Fewer Than 90 Quarter Units (60 semester units)

Applicants who have successfully completed fewer than 90 transferable quarter units (60 transferable semester units), or the equivalent, are eligible for admission if they meet the above requirements *and* the current first-time freshman requirements. Applicants for admission as transfer students who have been continuously enrolled at a college since graduation from high school are eligible if they meet the first-time freshman requirements in effect at the time of their high school graduation. Either SAT or ACT test results are required of transfer applicants with fewer than 90 transferable quarter units (60 transferable semester units).

ADMISSION AS AN INTERNATIONAL (FOREIGN) STUDENT

Admission of international (foreign) students is governed by separate requirements. Prospective applicants from abroad should consult the individual campus catalogs and international (foreign) student informational brochure available from the campuses.

OTHER APPLICANTS

Applicants not admissible under one of the above provisions should enroll in a junior college or other appropriate institution. Only under the most unusual circumstances will such applicants be permitted to enroll in the campus. Permission is granted by special action.

ADMISSION OF FORMER STUDENTS

A former student in good standing must apply for re-entry if he has been absent for two or more full quarters (excluding summer session) immediately preceding the quarter in which he wishes to re-enter. If he has attended another institution during that time, transcripts (2 copies of each) must be sent to the Office of Admissions and Records indicating all work for which the student was registered. Policies relating to application fees, statements of residence, and transcripts apply to reentering students as well.

Students on academic drop status should refer to the section on "*Readmission of Disqualified Students*" in the Academic Regulations portion of the catalog.

GRADUATE ADMISSION REQUIREMENTS**Unclassified Graduate Standing**

For admission to graduate standing as an Unclassified Graduate Student, a student shall have completed a four-year college course and hold an acceptable baccalaureate degree from an accredited institution; or shall have completed equivalent academic preparation as determined by appropriate campus authorities; and must satisfactorily meet the professional, personal, scholastic, and other standards for graduate study, including qualifying examinations, as the appropriate campus authorities may prescribe.

Admission to a State University or College with Unclassified Graduate Standing does not constitute admission to graduate degree curricula.

Classified Graduate Standing

A student who has been admitted to a State University or College under the Unclassified Graduate requirement above may, upon application, be admitted to an authorized graduate degree curriculum if he satisfactorily meets the professional, personal, scholastic, and other standards for admission to the graduate degree curriculum, including qualifying examinations, as the appropriate campus authorities may prescribe. Only those applicants who show promise of success and fitness will be admitted to graduate degree curricula, and only those who continue to demonstrate a satisfactory level of scholastic competence and fitness, as determined by the appropriate campus authorities, shall be eligible to continue in such curricula. Students whose performance in a graduate degree curriculum is judged to be unsatisfactory by the authorities of the campus may be required to withdraw from all graduate degree curricula offered by the campus.

ADMISSION TO TEACHING CREDENTIAL PROGRAMS

Admission to the College does not constitute admission to a teaching credential program. Students who intend to work toward credentials should contact the Division of Education of the College for information.

ADMISSION OF APPLICANTS FROM OTHER COUNTRIES

The credentials of an applicant for admission from another country are evaluated on an individual basis and in accordance with the general regulations governing admission. The application, official certificates, and detailed transcripts of records should be submitted to the Office of Admissions several months

in advance of the quarter in which the applicant hopes to gain admittance. Doing so will allow time for exchange of necessary correspondence and, if admission is granted, will facilitate obtaining the necessary passport and visa. All records submitted must be translated into English and certified as accurate.

An applicant from another country whose native language is not English will be considered for admission only after submitting his results on the Test of English as a Foreign Language (TOEFL), demonstrating that his command of English is sufficient to permit him to profit by instruction at the College. Information and test dates regarding the TOEFL examination may be obtained by writing to the Educational Testing Service, P.O. Box 592, Princeton, New Jersey, 08540. In addition, each student must submit as a part of his application a statement as to the availability of financial resources in the United States for his support as a student while attending the College. This statement must be certified as accurate by an embassy official or a recognized governmental agency.

Advisors are available to assist foreign students in all matters pertaining to their attendance at the College. It is required that every student from another country, upon his arrival at the College, present himself with his passport and visa to the Office of Activities and Housing.

ADMISSION OF PART-TIME STUDENTS

All students who plan to enroll in the College, including part-time students, must qualify and follow the procedures appropriate to their entrance level—freshman, undergraduate transfer or graduate student.

ADMISSION OF VETERANS

Veterans must qualify and follow the same admission procedures established for other students. Qualified veterans who present certificates of eligibility for curricula offered by the College may attend California State College, Bakersfield and receive all appropriate benefits extended to veterans. For additional information concerning Veterans' certification, refer to the section on Veterans' Services. Generally, applicants not admissible under one of the above provisions should enroll in a junior college or other appropriate institution. Under unusual circumstances, such applicants may be permitted to enroll in the College. Permission is granted only by special action.

ADMISSION OF NON-RESIDENT STUDENTS

All regular and part-time students who have not been legal residents of the State of California for one calendar year immediately preceding the date of enrollment must:

1. Meet non-resident admission requirements (see previous sections).
2. Pay a non-resident tuition fee.

Final determination of residence status is made after a Statement of Residence has been filed with the Office of Admissions and Records. (Please refer to statement regarding Determination of Residence.)

ADMISSION OF SUMMER SESSION AND EXTENSION STUDENTS

It is not necessary for students planning to enroll only in the summer sessions to make formal application for admission to the College unless they are working for a degree or credential through California State College, Bakersfield. Students are expected, however, to have satisfied the prerequisites for the particular courses in which they enroll.

ENTRANCE EXAMINATIONS

All beginning freshmen and transfer students who will have completed less than 90 transferable quarter units (60 transferable semester units) of college level work prior to their enrollment, must present results of either the Scholastic Aptitude Test (SAT) or the American College Test (ACT). Entrance examinations are not required of upper division transfers (juniors and seniors).

International students from countries where English is not the native language must present results of the Test of English as a Foreign Language (TOEFL) prior to being considered for admission.

Registration forms for either test may be obtained from high school and community college counselors, State College testing offices or directly from the testing service at the address below:

SAT

CEEBC

Box 1025

Berkeley, California 94770

Dates Test Given

October 13, 1973

November 3, 1973

December 1, 1973

February 2, 1974

April 6, 1974

June 22, 1974

ACT

Registration Unit

P. O. Box 168

Iowa City, Iowa 52240

Dates Test Given

October 20, 1973

December 8, 1973

February 23, 1974

April 27, 1974

June 15, 1974

**DETERMINATION OF RESIDENCE FOR NONRESIDENT
TUITION PURPOSES**

The following statement of the rules regarding residency determination for nonresident tuition purposes is not a complete discussion of the law, but a summary of the principal rules and their exceptions. The statutes governing residence determination for tuition purposes by The California State University and Colleges are found in *Education Code* Sections 22800-23754.4, 23758.2, 23762, and in *Title 5 of the California Administrative Code*, Article 4 (commencing with Section 41901) of Subchapter 5 of Chapter 1, Part V. As this is written, those regulations are in the process of amendment to implement the uniform residence determination law enacted in Statutes 1972, Chapter 1100 (AB 666), so they are not reproduced here. A copy of the revised regulations is available for inspection upon request being made to the Office of Admissions and Records. The determination of whether a student qualifies as a "resident" for tuition purposes is made by the university or college after review of a residence questionnaire completed by each student upon entering the university or college. The residence questionnaire is designed to provide to the university or college information necessary for residency determination, including the applicability of any exceptions.

The general rule is that a student must have been a California resident for at least one year immediately preceding the residence determination date in order to qualify as a "resident student" for tuition purposes. A residence determination date is set for each academic term and is the date from which residence is determined for that term.

Whether a student has acquired California residence usually depends on whether the student has attained majority, i.e., has become an adult. Majority is

attained at 18 years of age. If the student is a minor, residence is derived from (and therefore is the same as) that of the student's father. If the father is not living, the student's residence is that of the mother while she remains unmarried. The residence of a minor cannot be changed by act of the minor or that of the minor's guardian, so long as the minor's parents are living.

Upon attaining majority, the student may acquire a residence apart from that of the parents. The acquisition of California residence by an adult requires both physical presence in the state, and at the same time, an intent to remain in California indefinitely, that is, an intent to regard California as one's permanent home. Although physical presence is easily proven, subjective intent is more difficult, requiring the student to present evidence of various objective manifestations of such intent.

A woman may establish her own residence even though she be married.

An alien is not eligible to acquire residence until admitted into the United States for permanent residence under an immigrant visa.

There are several exceptions from nonresident tuition. These rules are limited in scope, and are quite detailed. If it appears that any of them may be applicable, the student may wish to discuss the matter with the residence clerk of the campus. Some of the exceptions provide for:

1. Minors whose parents were residents of California but who have left the state. When the minor reaches age 18, the exception continues for the year to enable the minor to qualify as a resident student.
2. Minors who have been present in California for more than a year before the residence determination date, and entirely self-supporting for that period of time, are treated as adults for purposes of determining residence.
3. Dependent children and spouses of persons in active military service stationed in California on the residence determination date. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year. The exception is not affected by transfer of the military person directly to a post outside the 50 states and District of Columbia.
4. Military personnel in active service stationed in California on the residence determination date for purposes other than education at state-supported institutions of higher education. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.
5. Certain credentialed, full-time employees of community college districts.
6. Full-time State University and Colleges employees and their children and spouses. This exception applies only for the minimum time required for the student to obtain California residence and maintain that residence for a year.
7. Certain exchange students.
8. Children of deceased public law enforcement or fire suppression employees, who were California residents, and who were killed in the course of law enforcement or fire suppression duties.
9. A person in continuous full-time attendance at an institution who had resident classification on the effective date of Statutes 1972, Chapter 1100 (AB 666) shall not lose such classification as a result of adoption of the uniform student residency law on which this catalog statement is based, until the attainment of the degree for which currently enrolled. (*Education Code* Section 22862).

It is anticipated at the time this is written that the new residence law will become effective in early March, 1973.

Students classified incorrectly as residents or incorrectly granted an exception from nonresident tuition are subject to reclassification as nonresidents and payment of nonresident tuition in arrears. Resident students who become nonresidents, and nonresident students qualifying for exceptions whose basis for so qualifying changes, must immediately notify the Office of Admissions and Records. Applications for a change in classification with respect to a previous term are not accepted.

The student is cautioned that this summation of rules regarding residence determination is by no means a complete explanation of their meaning. The student should also note that changes may have been made in the rate of nonresident tuition, in the statutes, and in the regulations between the time this catalog is published and the relevant residence determination date.

HEALTH HISTORIES

A Medical-Self Evaluation and Health History form is required of all newly admitted students and all former students of the College who have not enrolled in the regular program at the College during the prior two quarters. Departments involved in Nursing, Student Teaching, and Intercollegiate Athletics require students to also have a complete physical examination, with TB clearance required for Nursing students and Student teachers. Appropriate forms are available for all admitted students by contacting the Student Health Service.

TRANSCRIPTS REQUIRED

All beginning freshmen and those transfer students with less than 90 quarter units (60 semester units) of completed college work at time of enrollment must request that complete official transcripts (two copies of each) from the high school of graduation be sent directly to the Office of Admissions and Records. All students who have attempted college work at another institution must request transcripts (two copies of each) from each college or university attended. Transcripts presented by students cannot be accepted.

No determination of admission eligibility will be made until all required documents have been received. Official transcripts must include a complete record of all previous high school and college work attempted, whether or not the applicant desires to enroll for college credit. Two separate official transcripts are required from each college attended, even though one transcript may show work completed at another college. All records submitted become the property of the College and cannot be returned to the applicant or duplicated.

Applicants with Courses in Progress

An applicant who is in attendance at a school or college at the time of application must file a transcript which includes a listing of the subjects in which he is currently enrolled. After the applicant has completed these subjects, he must notify his school or college to forward two supplementary records showing the final grades for that term. Final admission is subject to the receipt and approval of any outstanding credentials.

Veterans

A veteran who desires to have his military records evaluated for possible credit toward a baccalaureate degree must file a copy of his service separation papers or service form DD-214 with his application.

Graduate Students

An applicant who holds a baccalaureate degree from an accredited institution, who is not seeking a degree from the College, needs only to verify his baccalaureate degree to the Office of Admissions and Records by filing two official transcripts from the institution where his degree was earned.

Former Students

A former student of the College, who is returning after graduation or after an absence of one or more quarters, is required to submit official and complete transcripts covering any college attendance since the date of his last enrollment at CSB.

Summer Session and Extension Registrants

A student seeking to enroll for summer session or extension is not required to file official transcripts unless he plans to seek formal admission to a regular program to complete requirements for a degree.

LIMITATION OF ENROLLMENT

Applicants for admission are notified that pursuant to Section 40650 of Title 5 of the California Administrative Code concerning limitation of enrollment, admission to California State College, Bakersfield does not guarantee admission to a particular major or to any courses required for that major. Although every effort will be made to notify students of majors which are at capacity, such notification cannot be guaranteed.

CANCELLATION OF ADMISSION

A student who is admitted to the College for a given term, who decides not to take advantage of such admission, should notify the Office of Admissions and Records immediately of his change in plans. A student who is admitted but does not enroll, and who later wishes to undertake work at the College, must file a new application, pay a new application fee, and meet all current requirements for admission. Material supporting the application for admission, such as transcripts and entrance examination scores, are retained only for one year from the date of their original submission.

ESTIMATED COSTS PER QUARTER

It is estimated that commuter students will pay from \$40 to \$50 for books and from \$35 to \$50 for fees, plus parking costs, each quarter. On-campus housing costs which include room and board in the new residence facilities will be approximately \$400 per quarter. Students who live in off-campus private housing should allow \$350 to \$450 each quarter for room and board. Tuition for non-residents of California is paid in addition to the above costs.

CAMPUS VISITS

Prospective students and their parents are invited to visit the campus to talk with faculty and staff concerning their educational objectives and the educational programs available at the College. Although an interview is not required prior to admission, a visit to campus will aid in gaining a sense of the educational atmosphere and the collegiate environment. Campus tours may be arranged by contacting the Office of School Relations.

REGISTRATION

Registration is the final step in the matriculation process. When a student has been admitted to the College and has determined which subjects he should take, he is ready for registration. Academic advisement must precede registration.

A class schedule listing courses offered and the procedure for registration is available before registration for each quarter. No student may attend classes until his registration has been completed. Registration is complete only when official programs are properly filed and all fees and deposits are paid. A student may not receive credit in any course for which he is not registered. Registration by proxy is not permitted unless specifically authorized by the Office of Admissions and Records.

CHANGE OF REGISTRATION

No change in a student's program of courses will be recognized unless it is made on official forms, properly approved and accepted at the Office of Admissions and Records. Unauthorized withdrawal or dropping of a course will result in a final grade of "F". Students may add courses by filing an approved "request for program change" in the Office of Admissions and Records.

REGISTRATION DATES

Registration dates and the last day to register for classes are published in the Class Schedule and the College Catalog. Late registrants may find themselves handicapped in arranging their programs due to closed classes. A \$5.00 fee is required for late registration.

CHANGE OF ADDRESS

A student who changes his local or permanent mailing address after admission or registration should immediately notify the Office of Admissions and Records in order that registration materials, grades, correspondence, and other information reach the student without unnecessary delay.

FEES AND REFUNDS

Fees are established in accordance with State laws and the regulations of the Trustees of the California State Colleges, and are subject to change as prescribed by law.

Registration Fees

Payable at time of registration. No individual can be admitted to class prior to payment of all required fees.

Material and Services Fee (per quarter)

0 to 3.9 units.....	\$26.50
4 to 7.9 units.....	30.00
8 to 11.9 units.....	33.00
12 or more units	39.00

Student Activity Fees

No student shall be required to pay an aggregate amount in excess of \$20.00 for the entire academic year.

Insurance Fee

An optional basic health insurance plan will be made available to students at a nominal cost.

Other Fees and Charges (in Addition to Registration)

Non-Resident Tuition—Maximum \$370 per quarter, \$1,110 per academic year, subject to change.

Per unit, as follows:

For the first 14 units (per quarter)	\$25.00
For the 15th unit (per quarter).....	20.00
For the 16th unit and over (per quarter)	None

Foreign Student Tuition

The same rate of tuition will be charged non-resident students who are citizens and residents of foreign countries.

Identification Card	1.00
Application Fee (non-transferable and non-refundable)	20.00
Late Registration Fee (non-refundable)	5.00
Graduation Fee	6.00
Check Returned from Bank for any Cause	5.00
Facilities Fee (per quarter)	2.00
Transcript of Record	1.00
Failure to meet administratively required appointment or time limit..	2.00
Replacement of equipment or materials lost or damaged	Cost + 1.00
Challenge of Course by Examination.....	2.00
Summer Session (per quarter unit)	18.00
Extension Courses (per quarter unit)	
Lecture and Discussion Courses	16.00
Activity Courses	20.75
Science Laboratory Courses	32.00

Parking Fees:

Non-reserved spaces, autos

Regular students, per quarter.....	10.00
Six-week session or period	6.00
Four-week session or period.....	4.00
Reserved spaces, per month or major fraction thereof.....	8.00
Two-wheeled, self-propelled vehicles licensed by State Department of Motor Vehicles, per quarter	25% of above
Alternate two-wheeled vehicle, per quarter	2.00
Alternate vehicle (auto) in addition to fee for first vehicle, per quarter	2.00
Locker usage fee (optional for lower division students)	2.00
Village commuter fee.....	5.00

DEBTS OWED TO THE INSTITUTION

From time to time the student may become indebted to the institution. This could occur, for example, when the student fails to repay money borrowed from the institution. Similarly, debts occur when the student fails to pay institution dormitory or library fees, or when the student fails to pay for other services provided by the institution at the request of the student. Should this occur, Sections 42380 and 42381 of *Title 5* of the *California Administrative Code* authorize the institution to withhold "permission to register, to use facilities for which a fee is authorized to be charged, to receive services, materials, food or merchandise or any combination of the above from any person owing a debt" until the debt is paid. For example, under these provisions the institution may withhold permission to register, and may withhold other services, such as grades and transcripts. If a student feels that he or she does not owe all or part of a particular fee or charge, the student should contact the campus business office. The business office, or another office on campus to which the student will be referred by the business office, will review the pertinent information, including information the student may wish to present, and will advise the student of its conclusions with respect to the debt.

Non-Resident Students

The non-resident tuition fee is payable by all students who have not been legal residents of the State of California for at least one year immediately preceding the opening day of the school term. The rate of tuition to be paid by each non-resident student shall be \$1110.00 per year (\$370.00 per quarter; \$25.00 per unit for the first 14 quarter units; \$20.00 for the 15th quarter units; no charge for 16 or more quarter units).

The rate of tuition to be paid by each non-resident student who is a citizen and resident of a foreign country will be the same as the above rate.

Tuition payable by non-resident and foreign visa students is in addition to fees required of resident students, except for enrollment in extension or summer session. The non-resident fee will not be required of a student who is a child or spouse of an employee of the California State University and College System. Certain certified full-time employees of a California School District are deemed to be resident students.

Initial determination of residence status is made by College officials prior to or at the time of registration, and fees must be paid at registration. Full refund of non-resident fees paid will be made if final determination by the College's legal advisor indicates that a student is a legal resident.

Refunds

Students who find it necessary to withdraw from the College may, under conditions prescribed by law, obtain a partial refund of fees. Application for

refund of materials and service fees must be made not later than 14 calendar days following the day of the term that instruction begins. In a case of illness, a duly authorized representative of the student may file the application for him.

Students who wish to make application for a refund should consult the Business Office for further information concerning the regulations which govern refunds or other fees.

Upon withdrawal from the College, the State will refund the total materials and service fee, less \$10.00.

For each unit of non-resident fee charged, the State will refund the entire fee charged during the first week of each quarter. Thereafter, 75% will be refunded the second week, 50% the third week, 25% the fourth week. There will be no refund after the fourth week.

Refunds for parking will be given upon application if the parking decal is returned. For the first 25 days of each quarter, 66% of the fees charged will be refunded. Between 26 days and 50 days, 33% will be refunded and no refunds will be given after 51 days.

Note: A non-resident student is any person who has not been a bonafide resident of the State of California for more than one year immediately preceding the last day a student may register without paying a late registration fee. The California State College, Bakersfield attorney on residence matters has sole authority for making residence determinations.

STUDENT SERVICES

Student Services are offered to individualize and supplement college instruction. The Student Services program is based upon the principle that personal development and maturity are prerequisites to a happy and productive life. To these ends, Student Services are designed to help students gain full benefit from college life. The function of the Dean of Students is to coordinate the enrichment program of the College and to assist each student in meeting his individual needs.

The Dean of Students is responsible for the development and operation of the Student Services program and reports directly to the President of the College. Reporting to the Dean of Students are the Office of Admissions and Records (responsible for the functions of admissions, school relations, registration, and student records); the Office of Financial Aids, the Placement Office, the Office of Activities and Housing (responsible for both on- and off-campus residential programs, student activities, cultural programs and foreign student services); the Counseling Center (responsible for personal counseling and testing and orientation); the Student Health Service; and the Educational Opportunity Program.

ACTIVITIES

The Activities and Housing Office has worked the last three years to assist students and faculty members to expand extracurricular activities on campus. The activities have included clubs and organizations, special interest programs, and the development of student government. The Activities Advisors have also worked in conjunction with the Housing Office to coordinate campus-wide activities with the residential programs.

All students are encouraged to become involved in developmental plans of various student activities, cultural and recreational programs and ongoing service programs. At present there are approximately 25 student clubs and organizations on campus. Additionally, students are actively serving on numerous campus committees, including the chief policy recommending body on campus, the College Council. The Activities and Housing Office makes every attempt to facilitate and channel special interests and to serve student needs as they arise.

FOREIGN STUDENT ADVISING

A special advisor is provided to help with problems of housing, liaison, finances, and personal adjustment which might otherwise hinder an education.

HOUSING

The campus residence Center consists of six three-story houses which opened for the first time in September, 1972. Every house accommodates a total of sixty students with twenty students living on each floor. To provide a more personal living arrangement, a floor of twenty students is separated into two wings with only ten students sharing a common living area. All freshmen not living at home or with legal guardians are required to live on campus in the Living Learning Center.

The resident students have formed their own organization, the Residence Council, the purpose of which is to develop programs and activities and to act as a representative body providing input for student needs and policy change. Activities sponsored by the Residence Council include intramural sports program, talent shows, a film festival, a ping-pong tournament, and a "Coffee House" program intended to give students a place to relax and enjoy entertainment,

games and conversation.

The Activities and Housing Office also maintains a file of accommodations of private homes and apartments for individuals desiring to live off campus. In addition, a list of students desiring roommates is available.

STUDENT HEALTH SERVICE

The objective of the Student Health Service is to produce and maintain an optimum state of physical and emotional health. To this end, the Student Health Service provides those services normally administered in a physician's office.

All registered students are insured under a basic health and accident insurance plan designed to cover consultation and diagnostic services not available on campus. Students are urged to enroll in a supplementary health insurance plan to meet major medical expenses not otherwise available through the Health Center.

Students planning to enroll at the college should note that the medical history and physical examination required by law must be submitted before final registration.

COUNSELING AND PLACEMENT

The College offers to the registered student counseling services that are designed to increase his opportunity to gain the greatest possible advantage from his college experience. The Counseling Center is staffed by professionally trained personnel and provides help to students in the following areas:

PERSONAL COUNSELING

Provided for those who may desire assistance or who may have difficulties arising out of economic, social, and emotional problems. Referral of problems which require deep and extended therapy is made to cooperating agencies and individuals within the community.

VOCATIONAL COUNSELING

Provided for those who wish help in the selection of suitable vocational objectives. Tests are available to assist the student in appraising his academic strengths and weaknesses, as well as other personal characteristics which may affect his educational objectives.

EDUCATIONAL COUNSELING

Provided for those who may have general questions or problems relating to ineffective study habits, scholastic deficiencies, academic motivation, or educational objectives.

ACADEMIC ADVISING

The student's faculty advisor will provide assistance in course program determinations, as well as answer questions pertaining to academic policies and procedures.

STANDARDIZED TESTS

The College provides facilities for administering standardized tests under the direction of the counseling staff. Scholastic aptitude, achievement, study habits, temperament, interest, intelligence, and other tests are available to students upon the recommendation of a member of the counseling staff.

TUTORIAL AND READING/STUDY PROGRAMS

The Counseling Center helps to coordinate services to provide tutorial assistance for students who are experiencing difficulties in the academic courses. Services are also provided by the college for students who need to improve their reading skills and/or study habits.

CAREER AND OCCUPATIONAL CENTER

The Counseling and Placement Center maintains a selection of up to date information concerning occupations, in order that students may investigate career opportunities early in their academic programs. The primary objective of the center is to assist students in realistically matching their interests and aptitudes with vocational choices in order that a successful and rewarding career may be pursued following graduation.

PLACEMENT SERVICES

The college maintains a centralized placement service through the Placement Center. This service functions as a part of the total educational process of the college, in its cooperation with the various academic departments and as a part of the Student Services Program. Students are encouraged to discuss their educational and career plans with the Placement Center staff, in order that realistic objectives may be formulated for successful professional careers after graduation.

An active program of relations with business, industry, government, and education is established in order that seniors and qualified alumni may find positions for which they are appropriately qualified.

Students are urged to make use of the library of occupational information, to develop a set of confidential references, to review information about available positions and to arrange interviews with prospective employers through the Placement Center.

Currently enrolled students who desire part-time jobs should contact the Office of Financial Aids for assistance.

SPECIAL PROGRAMS**EDUCATIONAL OPPORTUNITY PROGRAM**

EOP is a special program designed to admit applicants from low income and minority groups. Financial and educational assistance are available and vary according to the individual's needs. No specific admission requirements have been established for EOP applicants. Those admitted to these programs must give evidence of ability to succeed in the College.

INTERNATIONAL PROGRAMS

Information concerning study opportunities for American students in foreign universities is available in the Office of Activities and Housing. The foreign student advisor coordinates the selection of U.S. students applying for admission to one of the international programs operated by the California State University and Colleges in several foreign countries. For additional information refer to the section on International Programs under Academic Information.

FINANCIAL AIDS

The CSB Office of Financial Aids administers a number of different types of financial aid to enable students without adequate financial resources to attend the College. In order to have their applications for financial aid and/or scholarships considered, students must have been admitted to California State College, Bakersfield. For further information pertaining to financial aid programs and applications procedures, please contact the Office of Financial Aids.

A qualified applicant will be considered for a "financial aid package" which may include one or a combination of the following programs:

NATIONAL DEFENSE STUDENT LOAN

This is a long term government loan, interest free while students are enrolled in college. A student may borrow up to \$1000 per year as an undergraduate. A limit of \$5000 is placed on the total loan that may accrue during the student's undergraduate program. The amount that may be borrowed each year depends upon the availability of funds and the number of units for which the student is enrolled.

COLLEGE WORK-STUDY PROGRAM

This program provides employment for full-time students, based upon financial need, up to 15 hours per week while classes are in progress, and 40 hours per week during vacations.

FEDERAL EDUCATIONAL OPPORTUNITY GRANTS

A student who comes from a low income family and who would otherwise be unable to continue his education may be awarded an Educational Opportunity Grant. Grants range from \$200 to \$1000 per academic year, but cannot exceed one-half ($\frac{1}{2}$) of the student's total need. This grant must be matched with funds from another assistance program administered by the College.

NURSING STUDENT LOAN AND SCHOLARSHIP PROGRAM

The loan program provides up to \$1500 annually, based upon student need, to full-time undergraduate students enrolled in nursing curricula. The scholarship program provides funds to cover fees, books, equipment, and living expenses not to exceed \$1500 per year, based upon student need.

CALIFORNIA STATE EDUCATIONAL OPPORTUNITY PROGRAM GRANTS

This program provides up to a maximum of \$700, at the present time, to a limited number of full-time students who come from disadvantaged backgrounds. Recipients of this grant must be admitted to the College's Educational Opportunity Program. This grant must also be matched with funds from another program of student aid administered by the College.

FEDERALLY INSURED STUDENT LOANS

Students enrolled at California State College, Bakersfield may take advantage of a bank loan of up to \$2500 per academic year. These loans are made to students by some local lending institutions, and are guaranteed by the Federal Government. Payment on this loan does not begin until nine months after the student graduates.

SCHOLARSHIPS

A limited number of scholarships are available to students who are either continuing or have been admitted to the College for full-time enrollment. These

scholarships have been made available through the generosity of individuals and organizations within the area that the college serves:

Elmer F. Houchin Memorial Honor Scholarships

Scholarships of \$500.00 each are awarded to first-time freshmen students who have demonstrated outstanding academic ability, citizenship, and leadership potential.

Pelletier Scholarships

Robert F. Pelletier Foundation has provided support for a significant number of scholarships to be awarded to California State College, Bakersfield students who have demonstrated outstanding competence and financial need. These scholarships will generally cover the cost of fees and books for the academic year.

California Republic Bank

The California Republic Bank provides support for a \$500.00 scholarship each year to be awarded to an outstanding first-time freshman student. This scholarship was initiated in memory of the late Victor Machado.

Golden State Honor Scholarships

Scholarships varying from \$200.00 to \$500.00 each, dependent upon financial need, are awarded to first-time freshmen students who have demonstrated outstanding academic ability and exemplary citizenship. Support for these scholarships is generated by donations from various individuals and organizations such as California State College, Bakersfield Advisory Board, F. Dore Scholarship Fund, Mrs. R. E. Frasch, Sr., and the Kern District Federation of Women's Clubs, Bakersfield Chapter.

Other scholarships have been made available for California State College, Bakersfield students by various off-campus organizations, and students should contact the Office of Financial Aids for further information.

LAW ENFORCEMENT EDUCATION PROGRAM GRANTS

Grant funds are available for in-service law enforcement officers who are employed full-time in a local, state or Federal unit of government. These grant funds shall be used to cover the cost of tuition, books and mandatory fees only. Eligible students may pick up the application from the Office of Financial Aids.

ALAN PATTEE SCHOLARSHIP

(Children of Deceased Peace Officers or Firemen)

Surviving children, natural or adopted, of California peace officers or firemen killed in the line of duty are not charged fees or tuition of any kind while enrolled at any California State University or College, according to the Alan Pattee Scholarship Act and the Education Code, Section 23762. Students qualifying for these benefits are known as Alan Pattee scholars.

PART-TIME WORK OPPORTUNITIES

The Office of Financial Aids maintains a listing of part-time work opportunities for those students who desire part-time employment while they are attending the College.

SHORT-TERM EMERGENCY LOANS

A limited emergency loan fund is available to provide students small amounts of money on a short-term loan basis for minor emergencies.

ORIENTATION

All new students are encouraged to participate in planned orientation activities prior to the start of their first term at the college. The orientation program offers opportunities to become acquainted with the campus, to learn about available services, programs and activities and to meet the faculty and staff.

VETERANS' SERVICE

Veterans or eligible dependents of veterans who believe they are entitled to receive educational benefits administered through the Veterans Administration, should initiate their application for these benefits at the earliest possible date. Once the application is approved by the Veterans Administration the student will receive his Certificate of Eligibility. Both copies of this certificate should be presented to the Office of Admissions and Records at the time of his initial enrollment at the College. In the event that a student has made application for Veterans' Educational Benefits but has not received his Certificate of Eligibility, he should inform the Office of Admissions and Records so that they may file a Certification of Enrollment with the Veterans' Administration to facilitate his receipt of payments at the earliest possible date. Certification of Enrollment will be made on an academic year basis and it will be the responsibility of the Veteran to immediately inform the Office of Admissions and Records of any change in his enrollment status.

The College will certify the following course levels to the Veterans' Administration:

Full time	12 or more units
$\frac{1}{4}$ Time	9-11 $\frac{1}{2}$ units
$\frac{1}{2}$ Time	6-8 $\frac{1}{2}$ units

Less than $\frac{1}{2}$ time (1-5 $\frac{1}{2}$ units) will receive payment for tuition and fees only. Graduate students enrolled in graduate level courses (courses numbered 500-699) will have their course units weighted at a scale of 1.5.

STUDENT CONDUCT

Students are expected to conduct themselves so as to reflect credit to themselves and to the College. One of the fundamental objectives of the College is to foster the development of students as active and responsible citizens in a democratic society. Students are, therefore, expected to make steady growth in maturity, self-reliance, and self-discipline as they progress toward a degree or credential. To help students achieve this end, the College places reliance not only upon its instructional program, but also upon student government and student-faculty collaboration in many aspects of College community life. For the vast majority of students, these constructive means of defining and learning good standards of conduct and integrity are effective. Student committees are responsible for group conduct at functions sponsored by any officially recognized campus organization whether the events are held on the campus or elsewhere.

In the few instances where disciplinary action is necessary because students have failed to respond to the positive approach which is emphasized in dealing with questions of conduct and responsibility, the College is guided by the California Administrative Code.

This Code provides that a student may be placed on probation, suspended, or expelled for any one of the following reasons:

1. Disorderly, unethical, vicious, or immoral conduct.
2. Misuse, abuse, theft, or destruction of State property.

A student dismissed for disciplinary reasons may be readmitted to the College by administrative action or by College Review Board action.

ACADEMIC INFORMATION

The academic program of the College provides for a student's course work to consist of three approximately equal segments: general education requirements, to be satisfied during the freshman and sophomore years; concentration requirements, which may be begun as a sophomore and will occupy a major part of the junior and senior years; and electives. The requirements for general education and for concentration have been designed to provide substantial opportunity for the student to select from a variety of possibilities.

The cumulative significance of the program features outlined above is that college-wide requirements for a degree are as follows:

General Education	66 quarter hours
Minimum concentration, including Senior Seminar	51 quarter hours
Electives	69 quarter hours

Total hours required for graduation 186 quarter hours

In addition to the college-wide concentration requirements each school or department may have additional requirements for its majors. These are listed under each area.

INTEGRATION OF LIVING AND LEARNING

The college plan has been designed to insure that the classroom and nonclassroom portion of the students' college experiences supplement each other.

For lower division students there will be academic villages in each of which 350 residential students, together with a comparable number of commuting students, will have their classrooms, lounge study areas, and dormitory rooms grouped in a single part of the campus. The six "houses" of Academic Village I opened September, 1972.

Although most offices for faculty members of the College are grouped by departments in order to facilitate professional interchange, the plan establishes groups of "House Fellows" who have special relationships with students in particular living units.

The plan also establishes Village courses which are taught by the House Fellows and are innovative in format. The Village courses, which give preference in enrollment to Village members, provide a uniquely informal atmosphere in which beginning students can develop their academic skills. Often a single house is involved in a specific course which emphasizes peer learning and discussion among course participants. Commonly the courses are of an interdisciplinary nature and are selected so as to meet General Education requirements.

In the College's first years, any dormitory rooms not filled by freshmen and sophomores will be made available to upper division students who wish to live on the campus. As more buildings are erected the College's plan calls for providing juniors and seniors with their own dormitories and other nonclassroom facilities.

PACE Program of Individually Paced Studies

Educational innovation at this College calls for a series of educational experiments within the context of its Academic Master Plan and provides the framework for departures from a general pattern of curricula in the California State Colleges. The PACE Program ("Personally Adjusted College Education") is

designed to permit the individual undergraduate student maximum flexibility in measured time through which he progresses toward the attainment of the baccalaureate degree.

Currently, the College is concentrating on five kinds of experimentation: 1) component (modular) courses; 2) challenge of regular courses by examination; 3) evaluation and credit for experience gained outside of the classroom; 4) use of diagnostic tests and pre-college qualification; and 5) comprehensive examinations for disciplines or segments of disciplines.

Students are urged to explore, through their academic advisors, various options available through this program.

ACADEMIC ADVISING

The Academic Village Dean assigns each freshman and sophomore to a faculty advisor who is associated with the academic village house of which the student is a member. When a student has completed 60 quarter units or more of credit he may indicate a major area of study; upon completion of 90 units of credit he must declare a major and be assigned a faculty advisor in his area of concentration. Assignment of this advisor is made by the Dean of the School following an interview with the student.

ACCREDITATION

The College is fully approved as a four-year, degree-granting institution by the Western Association of Schools and Colleges. The Teacher Preparation program is accredited by the California State Board of Education. The Nursing program is accredited by the California Board of Nursing Education and Nursing Registration. The Medical Technology program has provisional accreditation from the American Medical Association.

ACADEMIC OFFERINGS

During its first years the College is concentrating its efforts on the development of the strongest possible programs in a limited number of disciplines in the liberal arts and sciences and in the professional areas of Business and Public Administration, Education, Nursing, and Health Sciences.

As enrollment increases and available resources make curricular expansion appropriate, programs will be developed in additional areas of the liberal arts and in a number of professional fields.

Students graduating in June 1974 will be able to receive bachelor's degrees with majors in the following:

Anthropology	History
Biology	Liberal Studies
Business Administration	Mathematics
Chemistry	Nursing
Earth Sciences	Philosophy
Economics	Physical Education
English	Physical Science (Physics)
Fine Arts	Political Science
French	Psychology
Health Sciences (Medical Technology)	Public Administration
	Sociology
	Spanish

Master's degrees have already been approved in the fields of Administration (Business), Education, English and History. Graduate level course work is available in additional areas.

Special Major

The college is also authorized to award a bachelor's degree with a Special Major, for programs not conforming to regular concentrations. A student may propose a program of correlated studies in two or more fields for a Special Major. Proposals are considered for approval by the Academic Vice President.

DEGREE REQUIREMENTS**GENERAL EDUCATION**

In conformity with the General Education requirements established by the State Board of Trustees, the College requires 60 quarter hours of courses distributed among natural sciences and mathematics, humanities, behavioral sciences, and Basic Subjects. The requirements also include three hours of work in a Sophomore Seminar and three hours in physical education.

GENERAL EDUCATION REQUIREMENTS

1. Ten quarter hours (two courses) in Basic Subjects. This is to be satisfied by one quarter of Written Composition and Speech and one quarter of either Mathematical Inference, Logic, or Advanced Composition. Either or both parts of this requirement will be waived for students who receive a satisfactory score on a proficiency examination administered by the College. A course taken to satisfy part of this requirement may not be counted toward satisfaction of another General Education requirement.
 2. Fifteen quarter hours (three courses) from at least two departments ~~(including Nursing or Health Sciences)~~ in the School of Natural Sciences and Mathematics. This work must include one course (numbered 100) dealing with a discipline in perspective.
 3. Twenty quarter hours (four courses) from at least three departments in the School of Humanities. This work must include one course dealing with the nature of a discipline: English 101, Fine Arts 101, History 101, Philosophy 101, Religious Studies 101.
 4. Fifteen quarter hours (three courses) in the School of Behavioral Sciences. This can be satisfied by courses taken in at least two of the following departments: Economics, Political Science, Psychology, Sociology/Anthropology.
 5. Three quarter hours in Sophomore Seminar.
 6. Three quarter hours in physical education.
- TOTAL—66 quarter hours.**

Sophomore Seminar

In Sophomore Seminar students study one or more topics from an interdisciplinary point of view, applying ideas learned in their lower division work. Class size is kept small to create an informal setting for discussion. Three quarters of Sophomore Seminar are required of all students who spend their sophomore year at CSB. One unit credit per quarter. Offered on a credit, no-credit basis only.

AMERICAN INSTITUTIONS REQUIREMENT

The California Education Code requires that each student qualifying for graduation with a bachelor's degree shall demonstrate competence in the following areas of American institutions:

1. The Constitution of the United States

2. American history, including the study of American institutions and ideals
3. The principles of state and local government established under the Constitution of the State of California

Each student shall meet these requirements, either by passing a comprehensive examination on these fields prepared and administered by the College or by completing appropriate courses.

Students transferring from other accredited institutions of collegiate grade who have already met these requirements will not be required to take further courses or examinations therein.

All three parts of the requirement must be met. Students may satisfy each part by separate examination or by designated courses, or by combinations of courses and examinations.

Information as to CSB courses which will count toward satisfaction of this American Institutions Requirement, and as to arrangements under which proficiency examinations will be given on the campus, can be secured from the History or the Political Science department chairman.

REQUIREMENTS FOR THE BACHELOR'S DEGREE

To qualify for a bachelor's degree, a student must satisfy the specific requirements in the following areas:

UNITS

A minimum of 186 quarter units is required, including at least 60 upper division.

RESIDENCE

A student must complete a minimum of 36 quarter units in resident study at the College. At least 18 of these 36 units must be completed among the last 30 units taken in fulfillment of degree requirements.

SCHOLARSHIP

Each student must complete, with a grade point average (G.P.A.) of 2.0 (C) or better: (1) all acceptable college units attempted, (2) all units attempted in his major and minor, and (3) all units attempted at this college, except that only courses in which a letter grade (A, B, C, D, F) is assigned are used in computing the grade point average.

Credits in courses that may be applied toward both General Education and minor area requirements may be used for both purposes.

Dean's List

A full-time, undergraduate student who earns a G.P.A. of 3.25 or above in an academic quarter will be placed on the Dean's List.

Graduation Requirements Applicable

Students may elect to meet the graduation requirements in effect at any one of the three times indicated below:

1. During the term they entered the College
2. During the term they began college work, provided they have been in continuous attendance in regular sessions and in the same general curriculum in any state colleges or California community colleges
3. During the term in which graduation requirements are completed

Graduation with Honors

Graduation with honors is awarded to those students who have completed at least 60 units of letter grade work at this college as part of their baccalaureate program and whose cumulative grade point average for all work taken toward the degree and for all work taken at CSB is as follows:

3.3-3.59	cum laude
3.6-3.89	magna cum laude
3.9-4.0	summa cum laude

BACHELOR OF ARTS

Each candidate for a Bachelor of Arts degree in one of the liberal arts will be required to have a major of at least seven upper division courses of five quarter (or three semester) units, plus any required supporting courses, and also have a minor of at least 15 quarter hours in an area complementing his major. In addition to taking regular courses in his area of concentration, each student takes a one-quarter Senior Seminar for six credits.

BACHELOR OF SCIENCE

Students majoring in one of the sciences or in a professional program are required to have a major of at least 55 credit hours, including a Senior Seminar, plus any required supporting courses. They are not required to have a minor, though course work in a related area may be counted toward the major.

PRE-PROFESSIONAL PROGRAMS

The academic programs of the College provide appropriate preparation for graduate work in a variety of fields. Students who have reached tentative decisions as to institutions in which they may want to undertake graduate work should consult the catalogs of those graduate schools as they plan their undergraduate program.

Designated officials at CSB will provide students with guidance in the selection of programs designed to prepare them for subsequent study in professional schools oriented toward careers in such fields as business administration, theology, forestry, and college teaching.

Pre-Engineering

The College does not offer engineering degrees or courses. However, engineering programs in general include numerous courses in chemistry, mathematics and physics as well as such general education courses as English, psychology, economics, etc. Students planning to pursue a degree in Engineering may therefore complete a substantial part of their course requirements at the College.

The number and sequential nature of engineering courses required for an engineering major are such that a student must plan his pre-engineering work carefully if he is to be able to complete an engineering baccalaureate in four years. Students contemplating transfer to an institution offering an engineering degree are urged to study the catalog of that institution and plan their preliminary work accordingly.

Those interested in pre-engineering programs are advised to consult with the chairman of the Physics Department for information and assistance in planning their programs.

PRE-LAW

Law schools are concerned about the general quality of an applicant's undergraduate education rather than about his having taken specific courses. Advice on preparation for law school is available to CSB students from the Director of Activities, who serves as Pre-Law Advisor.

PRE-MEDICAL

The College offers course work appropriate to meet the requirements of medical and other professional schools in the health sciences including dentistry, veterinary medicine, and pharmacy.

While the pre-medical student may major in any area of interest to him, most medical schools also require certain minimum amounts of course work in biology (two years), chemistry (two years), and physics (one year). Courses which would ordinarily be used to satisfy these requirements include: Chemistry 201, 202, 203, and 311, 312, 313; Biology 201, 202, 203, 304, and 411, 412, or other upper division electives; Physics 201, 202, 203; or equivalent. Course work in mathematics is highly recommended.

Although application to medical school may be made after three years of college work, competition is severe and the student is advised to select courses so that, should admission be denied, he would be able to complete requirements for the B.S. degree, including a major, within one additional year.

Students interested in pre-medical and other health science programs are advised to consult information concerning admission requirements to pre-professional schools, available in the office of the Dean of the School of Natural Sciences and Mathematics, and to confer with the dean.

INTERNATIONAL PROGRAMS

A study abroad program is offered by The California State University and Colleges International Programs, under which students may enroll for a full academic year simultaneously at their home campus, where they earn academic credit and maintain campus residency, and at a distinguished foreign university or a special program center.

Cooperating universities abroad include the University of Provence, France; the University of Heidelberg, Germany; the University of Florence, Italy; the Universidad Ibero-Americana, Mexico; the University of Uppsala, Sweden; the University of Madrid and the University of Granada, Spain; Tel Aviv University and the Hebrew University of Jerusalem, Israel; and Waseda University, Japan. In the United Kingdom, cooperating universities, which may vary from year to year, include Dundee, Leicester, London, Oxford, and Sheffield. In addition, California State University and Colleges students may attend a special program in Taiwan, Republic of China, or an architectural program in Copenhagen, Denmark.

Eligibility is limited to students who will have upper division or graduate standing during their year of participation, who have a B (3.0) average or better in at least 30 semester or 45 quarter units in any two previous consecutive years; show ability to adapt to a new environment; and, in the cases of France, Germany, Mexico and Spain, are proficient in the language of instruction at the foreign university. Selection is made by a faculty committee on the student's home campus and by a statewide faculty committee.

The International Programs are supported by state funds to the extent that such funds would have been expended had the student concerned continued to study in California. Students assume costs for pre-departure orientation, insur-

ance, transportation, housing and meals. Home campus registration fees, tuition on the home campus for out-of-state students (if the student is not a California resident) and personal incidental expenses or vacation travel costs while abroad are also paid for by the student. The Office of International Programs collects and administers funds for those items which the program must arrange or can negotiate more effectively: typically, home campus fees, orientation costs, insurance, outbound transportation, and housing in some centers. Students accepted in the International Programs may apply for any financial aid available at their home campus.

Application for the 1974-75 academic year must be submitted before February 4, 1974 (except for United Kingdom applicants who must submit applications by January 7, 1974). Applicants are notified of acceptance by April 1, 1974. Detailed information may be obtained from the Coordinator of International Programs, Office of Student Services, or by writing to The California State University and Colleges International Programs, 5670 Wilshire Boulevard, Los Angeles, California 90036.

Students selected to participate in the program will devise overseas study programs in consultation with their CSB advisors. Work taken overseas will be entered on CSB transcripts as courses numbered 292, 492 or 692 in appropriate disciplines, with appropriate course titles. "International Study" course designations will be used as temporary entries on transcripts for students whose overseas study plans are tentative, and as permanent designation of work done overseas not fitting discipline categories on this campus.

CHANGE OF DEGREE OBJECTIVE

Whenever a student wishes to change his degree objective from "Undeclared" or any specified major to another major area of study, he is required to submit the "change of degree objective" form to the Office of Admissions and Records.

SECOND BACHELOR'S DEGREE

The College does not encourage students to seek a second bachelor's degree. A student who has the ability and the interest will normally be better advised to satisfy the prerequisites to a second field and seek the master's degree. There are exceptions, however, and for this reason the College would follow the guidelines listed below:

1. A student may not be granted two bachelor's degrees at the time of meeting the requirements for graduation from the College.
2. A student desiring a second bachelor's degree should have, prior to his admission, the approval of the Department Chairman of the major in which he seeks the second degree.
3. To earn a second bachelor's degree:
 - a. the student should meet the general education requirements of CSB;
 - b. the student should meet the concentration requirements for the second degree;
 - c. units taken for the first bachelor's degree may be counted, but the student must take an additional 36 units of work and meet residency requirements. A minimum of 18 quarter units of the last 30 quarter units must be taken at CSB.

GRADING SYSTEM

<i>Grade Symbol</i>	<i>Explanation</i>	<i>Grade Points Per Quarter Hour Unit</i>
A	Excellent.....	4
B	Good	3
C	Average.....	2
D	Passing	1
F	Failing.....	0
W	Withdraw	0
I.....	Incomplete	0
CR.....	Credit	0
NC	No Credit.....	0
RD	Report Delayed.....	0
AU	Audit.....	0
SP	Satisfactory Progress	0

Credit for advanced placement credit, or credit by examination, or for passing a "credit—no credit" course with a grade of C or better.

Grade point averages are computed by dividing the number of grade points earned by the number of units attempted. Only units and grade points earned by a student while enrolled at this College are used to compute resident grade point averages.

W (Withdraw). This symbol indicates that the student was permitted to drop the course after the first full week of classes. A course with a "W" grade is not counted as work attempted. It carries no connotation of quality of student's performance and is not used in calculating grade point average or progress points. Withdrawals after the third week of classes and prior to the last three weeks of classes are permissible only for serious and compelling reasons. Permission to withdraw during this period is granted only with the approval of the instructor and the department chairman or school dean. All requests for permission to withdraw during this period and all approvals must be made in writing on prescribed forms which state the reasons for the withdrawal. Withdrawals are not permitted during the final three weeks of instruction except in cases such as accident or serious illness, where the cause of withdrawal is clearly beyond the student's control and the assignment of an "Incomplete" is not practicable. Withdrawals in this time period automatically involve total withdrawal from the campus. They must be endorsed by the Dean of Students.

I (Incomplete) is recorded when a student has been doing satisfactory work in a course, but for reasons judged appropriate by the instructor should be permitted additional time to complete the requirements. It is the responsibility of the student to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. The instructor will submit an "Incomplete" notice and the symbol "I" will be entered on the student's permanent record. A final grade is assigned upon completion and evaluation of the work agreed upon. Each incomplete grade must be removed by the end of the subsequent academic quarter unless the instructor has set a later date for stated reasons, this date to be no more than a year from the end of the quarter in which the incomplete was incurred. This limitation prevails whether or not the student maintains continuous enrollment.

Students may not remove an "Incomplete" by re-enrolling in the course. An "Incomplete" remaining on the student's permanent college record or on transcripts from other institutions after the expiration of the time limit for removal will automatically become an "F" or an "NC" and be counted as such in determining grade point averages and progress points. If a student subsequently com-

pletes a course which is recorded as "Incomplete" on a transcript from another institution, it is his responsibility to submit a corrected official transcript and to advise the Office of Admissions that he wishes credit. "Incompletes" earned in summer session must be completed in the next quarter of resident study.

The "SP" symbol is used in connection with a course, such as a master's thesis or a modularized course, which may be designed to extend beyond one academic term. The symbol indicates that work in progress has been evaluated as satisfactory to date but that the assignment of a precise grade must await the completion of additional course work. Cumulative enrollment in units attempted may not exceed the total number applicable to the student's educational objective. All work is to be completed within one calendar year of the date of first enrollment and a final grade will be assigned to all segments of the course on the basis of overall quality. Any extension of this time period must receive prior authorization by the Academic Vice President.

CREDIT, NO-CREDIT COURSES

To encourage students to broaden their educational experience without fear of jeopardizing their cumulative grade point average, the College permits many students to take one course per quarter on an optional credit, no-credit grading basis. This program is open to any full-time undergraduate student who (a) has completed his general education requirements and (b) has successfully completed 15 units of credit at the College the preceding quarter of enrollment.

An eligible student desiring to enroll in a course on an optional credit, no-credit basis must indicate his intention at the time of enrollment. Students may change their enrollment for credit, no-credit grading only during the period in which they are allowed to make changes in their regular academic programs. A grade of CR is awarded for work of C or better.

Courses taken on an optional credit, no-credit basis may not be counted toward major or minor concentration requirements for graduation.

Credit, no-credit registration is also used for all students enrolled in courses numbered 0-100, not counting toward graduation, and in some special courses such as Music 403, Individual Instruction, where letter grades are not deemed appropriate.

No more than 45 units of credit, no-credit course work may be counted toward a baccalaureate.

AUDITORS

Admitted students may register in courses as auditors without credit with permission of the instructor, provided there is room. An auditor must pay the same registration fees as other students and may not change his registration to obtain credit after the last day to add a course. A student registered for credit may not change to audit status after the last day to drop a course without a grade. An auditor is not permitted to take examinations in the course. An audited course will not be posted on a student's permanent academic record unless he has formally registered for the course and, in the opinion of his instructor, has attended a substantial number of class meetings.

GRADE CHANGE POLICY

A change in letter grade can be approved by the Department Chairman *only* in the case of a declared clerical error. The definition of clerical error is an error made by the instructor or by his assistant in grade estimating or posting. Under no circumstances, except for completion of work when "I" was issued, may a grade change be made as the result of work completed or presented following the close of a grading period.

STUDENT CLASSIFICATIONS

Class Level

Freshman	to 44½ quarter units
Sophomore	45 to 89½ quarter units
Junior	90 to 134½ quarter units
Senior	135 or more quarter units
Graduate	

(Unclassified) Possesses acceptable baccalaureate or advanced degree

(Classified) Approved candidate for master's degree

Quarter Unit: A quarter unit of credit normally represents no less than one hour of classwork and two or more hours of outside study per week for one quarter. One and one-half (1½) quarter units are equivalent to one (1) semester unit of credit.

Admission Status

Final	Met all admission requirements
Probational	Admitted with scholastic deficiency
Conditional	Permitted to register pending official verification of final admission status
Extension	Permitted to register for extension course work only
Summer	Permitted to register for summer session course work only

Registration Status

Continuing	Student enrolled in regular programs in last quarter
Former	Returning student who registered in a previous term, but not the most recent regular quarter
New	Student who is registering in a regular term for the first time

Full-Time:

1. For fee purposes, students registering for more than 6 quarter units of credit
2. For certification under the Veterans' Readjustment Benefits Act of 1966 (Public Law 89-358), undergraduate students registering for 14 quarter units or more of credit
3. For all other purposes, undergraduate students registering for 12 quarter units or more of credit

Part-Time: Students registering for less than 12 quarter units of credit, except as noted above.

COURSE NUMBERING SYSTEM

- 1- 99 Courses which carry no credit toward a degree or a credential
- 100-199 Lower division courses designed as freshman level, but also open to other students
- 200-299 Lower division courses designed as sophomore level, but also open to other students
- 300-399 Upper division courses of junior and senior level, but may also be open to lower division students, which do not give graduate credit
- 400-499 Upper division courses of junior and senior level, not open to lower division students, which may give credential credit for post-baccalaureate students
- 500-599 Graduate courses also open to seniors
- 600-699 Graduate courses limited to graduate students
- 900-999 Courses designed for professional groups seeking vocational improvement or career development. Credit for these courses would not apply to degrees or credentials

CLASS SCHEDULE

An official class schedule prepared each term by the College includes the registration schedule, procedure for registration, fees, classes offered by hours, and other pertinent registration information. The schedule is available several weeks in advance of registration each term and copies may be obtained from the College Bookstore for a small fee.

ACADEMIC COURSE LOAD

A student is normally permitted to enroll in a maximum of three full-term courses each quarter, the equivalent of 15 quarter hours, plus one or two single-credit courses. A full-time student with a CSB cumulative grade point average of 3.3 or better may carry extra courses without petition. A student with a CSB grade point average between 2.5 and 3.3 may request permission to carry more than 17 units per quarter by petition to the Council of Deans through the Academic Vice President. Loads in excess of 17 hours are not permitted for first-quarter CSB students.

CONCURRENT ENROLLMENT

A student at CSB who chooses to enroll for concurrent work at another institution or in this college's extension program may do so. No student will be permitted to receive credit toward graduation for a combination of courses taken at CSB and elsewhere which total more than would have been approved in any one quarter under the College's overload policy. A student desiring to combine CSB and other work to a total that would require approval of a petition if all the work were taken at this college should submit a petition for consideration prior to the time for such enrollment.

CLASS ATTENDANCE

Class attendance is expected of all students enrolled at the College. The instructor in each course sets the standard he expects his students to meet in this regard. When a student is absent from classes, it is his responsibility to inform his instructors of the reason for his absence and to arrange to make up missed class work and assignments. If a student is to be absent for the remainder of a term, withdrawal from the course or from the College should be initiated by the student in the Office of Admissions and Records (see WITHDRAWAL FROM COLLEGE). Where such absence or withdrawal is caused by illness, the student must report to the Health Service upon return to the College.

REPEAT COURSES

When any course is repeated at CSB, both grades are considered in computing grade point averages. However, successful completion of a course originally passed carries no additional unit credit toward a degree or credential.

REMEDIAL COURSES

In order to permit specially admitted students to overcome deficiencies in their academic preparation, the College offers a number of remedial courses open to these specially admitted students. These courses, which carry credit that does not count toward graduation, are numbered from 1 to 99.

EVALUATION AND ACCEPTANCE OF CREDIT

After a student has been accepted for admission, the Office of Admissions and Records will evaluate previous college work in terms of its relationship to the graduation requirements of the College. Each transfer student seeking a degree will be issued an evaluation of transfer credit which will serve as the basis for determining the remaining requirements for the student's specific objective. The evaluation remains valid as long as the student matriculates at the date specified, pursues the objective declared, and remains in continuous enrollment. These evaluations are conditional and are subject to revision by the Dean of the School of the student's major during the first quarter that the student is in attendance; therefore, transfer students should discuss their evaluation in detail with their academic advisors to insure that all credit earned has been granted and that they have satisfied prerequisites for future requirements.

The following provisions shape the evaluation of transcripts offered for transfer to this College. In determining eligibility for admission, all non-remedial courses taken successfully at an accredited college or university are counted. Credit toward a CSB degree is awarded for all courses regarded by this College as appropriate for transfer programs with the following provisions:

- a. No credit is granted for technical or vocational courses designed for one- or two-year occupational programs.
- b. Credit for activity and performance courses taken in addition to required courses and physical education is granted up to a limit of 6 quarter hours per year of transfer work.
- c. Courses in applied areas are accepted on a limited, course by course basis in circumstances where they are appropriate to academic programs available at California State, Bakersfield.

The equivalency of transfer courses to courses at CSB is determined on the basis of such characteristics as: prerequisites, including class standing; purposes of the course, including categories of students served; credit hours and types of instruction. All courses accepted for transfer credit that are not determined to be equivalent or parallel to a CSB course may be used to meet this College's elective requirements.

Transfer of Credit from a Community College

Community college credit is allowed up to a maximum of 105 quarter (70 semester) units. Courses taken at a community college by a student who has already completed 105 units of community college work may apply on course requirements but do not carry unit credit towards total units required for the degree. No upper division credit may be allowed for courses from a community college, nor may credit be allowed for professional courses in education or courses not appropriate in purpose, scope, and depth to a baccalaureate degree. Community colleges may certify through established procedures that a student has completed in total the 60 quarter (40 semester) unit State College general education requirement in basic studies, science, humanities, and social sciences, or that individual completed courses meet all or a portion of one of the indicated areas of general education requirements.

Credit from Non-Accredited Colleges

Credits earned in non-accredited colleges may be accepted on a conditional basis and will be fully accepted only after a student has been enrolled for the equivalent of two quarters of full-time study and is eligible to continue in good standing.

Credit for Extension and Correspondence Work

The College will accept for credit towards a baccalaureate degree, on the basis of evaluation of courses submitted on official transcripts, no more than 36 quarter units of credit earned through extension and/or correspondence courses. Of this amount, only 18 quarter units may be accepted in transfer from other colleges.

Credit for Military and Peace Corps Service

Students with military service of one year or more may receive 9 ungraded, lower division, elective units of credit and waiver of their physical education requirement. Students with Peace Corps service of one year or more may receive undergraduate transfer credit for training courses completed at an accredited college, and waiver of their physical education requirement. To receive credit, the student must present evidence of such completion by written certification by a recognized authority, such as papers from a military separation center or a statement signed by a senior officer.

Grades in Transfer Courses

Courses completed at other institutions in which the grades of A, B, C, D, CR, or P have been earned will be counted for transfer purposes.

Summer Enrollment at Other Institutions

Students enrolled at the College who wish to receive transfer credit for courses offered at other institutions in the summer should obtain prior approval of these courses from their School Dean before enrolling in such courses.

WITHDRAWAL FROM COLLEGE**MEDICAL WITHDRAWAL**

A student who finds it necessary to withdraw from the College for medical reasons must report to the Student Health Service with written verification of illness or incapacity from a physician. Upon approval of the verification, the Student Health Service will refer the student to the Counseling Center to initiate withdrawal procedures. A student who is given a medical withdrawal during a quarter may return to the College as a continuing student (application for readmission is not necessary) if no more than one full quarter has elapsed; however, it will be necessary for the student to notify the Office of Admissions and Records of his intent to return. Notification must be made before application deadline for that quarter. The student must apply for readmission according to regular admission procedures, if he is absent for more than one quarter.

MILITARY SERVICE WITHDRAWAL

Any student who presents evidence of entering the armed forces may petition through the Counseling Center for dismissal. No academic penalties will be assessed under these conditions, and a mark of "W" will be entered on the student's permanent record.

OTHER WITHDRAWALS

A student contemplating withdrawal from the College because of personal or academic problems is encouraged to consult with the Counseling Center. Students deciding to withdraw may initiate procedures through the Office of the Registrar. Clearance signatures to be obtained are listed on the withdrawal form.

SCHOLARSHIP STANDARDS

A student's academic standing is determined by the quality of his performance and his progress toward his objective. Academic status is determined by a progress point scale based on the grade point computation for letter grades, set forth above at page 53, augmented by the assignment of two points per unit for the CR grade.

GOOD STANDING

Good standing indicates that a student is eligible to continue in attendance and is not under academic disqualification or disciplinary suspension from the College.

PROBATION

A student is subject to probation if in any quarter he fails to earn twice as many progress points as units attempted during that quarter or his cumulative grade point average is less than 2.0, except that freshmen are exempt from this requirement in their first quarter of attendance. A student on probation is eligible to continue his attendance at the College.

ACADEMIC DISMISSAL

A student is subject to academic dismissal if during his second quarter of probation he has failed to earn twice as many progress points as all units attempted during that quarter or his cumulative grade point average is less than 2.0. A student whose academic performance makes him subject to dismissal may request waiver of his dismissal if there are extraordinary extenuating circumstances.

READMISSION OF DISQUALIFIED STUDENTS

Students dismissed for academic reasons will ordinarily be considered for readmission only when they have satisfied one of the following conditions:

1. If the student was in the lower division (completed fewer than 90 quarter units), took college work elsewhere, or in CSB summer session or extension and
 - a. brought his total college work completed to 90 or more quarter units with an overall grade point average of "C" or better, with recent work clearly indicating the student is capable of performing college work with above average achievement, or
 - b. earned college credits elsewhere, or in CSB summer session or extension, attaining at least a "B" average in not less than 15 quarter units;
2. If the student was in the upper division (completed 90 quarter units or more), and
 - a. earned college credit elsewhere, or in CSB summer session or extension, attaining at least a "B" average in not less than 9 quarter units, or
 - b. remained absent from college for at least *one year*, during which time he should have sought to remedy the conditions that may have contributed to his scholastic difficulty.

Students who have satisfied these conditions will be considered for readmission only after filing a regular application for re-entry and furnishing transcripts of all college work taken since disqualification. Readmission is not automatic. Each applicant is considered on an individual basis. Those students accepted for readmission will re-enter on academic probation.

INTEGRITY OF SCHOLARSHIP AND GRADES

The principles of truth and honesty are recognized as fundamental to a community of teachers and scholars. The College expects that both faculty and students will honor these principles and in so doing protect the validity of College grades. This means that all academic work will be done by the student to whom it is assigned, without unauthorized aid of any kind. Instructors, for their part, will exercise care in the planning and supervision of academic work so that honest effort will be positively encouraged.

Plagiarism, the practice of taking ideas and writings from another and offering them as one's own, is a form of cheating and is unacceptable. It may consist of handing in someone else's work, copying a composition, using paragraphs, sentences or phrases written by another or using data and statistics compiled by another. When using material written or compiled by another, acknowledgement of indebtedness to the original author or source must be made by the use of quotation marks, footnotes or similar references.

A student may not submit a paper (or two papers which are substantially the same) for credit in two different courses unless a prior agreement to accept such work has been made between the instructors involved.

If any instance of academic dishonesty is discovered by an instructor, it is his responsibility to give a failing grade to the student for the course. In every case, the instructor should notify in writing the Dean of Students and the Dean of the School in which the student is enrolled of the circumstances of the case. In all cases of academic dishonesty, the first offense will result in the student's receiving an "F" in the course and the second offense will result in the termination of the student's enrollment at the College.

Each student may appeal a judgment made by the College. When, in the judgment of the Dean of the School, action other than or in addition to a failing grade is warranted, the Dean may refer the case to a joint student-faculty committee.

EXTENSION AND SUMMER SESSION PROGRAMS

Courses are available through the Continuing Education Division and are offered as a separate function from the courses offered during the regular fall, winter, and spring quarters. Inquiries concerning courses to be offered, admission to extension courses, and other details should be directed to the Director of Continuing Education at the College.

Extension offerings on the campus include transfer courses numbered X100 to X600 which carry credit usable toward a degree, subject only to the statutory limitation of 36 quarter units of extension work that may be included in a degree program. The acceptability of these courses toward major or minor concentration is subject to approval of the school dean within whose academic area the course falls.

The CSB Extension Program also may offer on campus non-credit courses numbered X1 to X99 and non-transfer professional or in-service courses numbered X900 to X999.

In addition to its offerings on campus, CSB Extension also provides instruc-

tional programs throughout a multi-county service area. These courses may include any of the types available on campus and also may include courses drawn from the regular college curriculum.

OPPORTUNITIES FOR CREDIT AND ADVANCED PLACEMENT

PROFICIENCY EXAMINATIONS

Qualified students may receive a waiver of some course requirements on the basis of satisfactory performance on proficiency examinations. A student may secure specific information on proficiency examinations by inquiring at the Office of the Academic Vice President.

ADVANCED PLACEMENT

California State College, Bakersfield grants credit toward its undergraduate degrees for successful completion of examination of the Advanced Placement Program of the College Entrance Examination Board. Students who present scores of three or better will be granted nine quarter units (six semester units) of college credit. Credit will be allowed in courses most nearly equivalent to the material covered in the Advanced Placement Program. A student who has taken Advanced Placement Program examinations should request that his scores be sent to the Office of Admissions and Records.

COLLEGE-LEVEL EXAMINATION PROGRAM

The College Entrance Examination Board has established the College-Level Examination Program (CLEP) to enable those who have reached the college level of education outside the classroom through correspondence study, television courses, on-the-job training, and other means—traditional or non-traditional—to demonstrate their achievement and to use the test results for college credit or placement. Information on the credit that will be awarded by this college for satisfactory scores on CLEP examinations is available from the Office of Counseling and Testing.

The College-Level Examination Program (CLEP) makes it possible for students to apply the results of the College-Level Examinations for credit or placement. There are five General Examinations of which the student may write in one or more of the following areas: English composition, Humanities, Mathematics, Natural Sciences, and Social Science. The General Examinations are intended to provide a comprehensive measure of undergraduate achievement in these five basic areas of the Liberal Arts. They are not intended to measure advanced training in any specific discipline, but rather to assess a student's knowledge of fundamental facts and concepts, his ability to perceive relationships, and his understanding of the basic principles of the subject. There also are approximately eighteen Subject Examinations from which the promising student may avail himself of the opportunity to earn credit by examination. The Subject Examinations differ from the General Examinations in that the former are more closely tied to course content and are intended to cover material that is typical of college courses in these subjects.

A student who has taken examinations through the College-Level Examination Program should request that his scores be sent to the Office of Admissions and Records.

CREDIT BY EXAMINATION

A currently enrolled student who, through previous formal or independent study, has thorough knowledge of the facts, ideas and concepts of a course may

petition to receive course credit by examination. In this manner, he may accelerate his progress through the College.

After discussion with the instructor of a course eligible for challenge, a student in good standing who wishes to attempt to earn such credit may petition the chairman of the department in which the designated course is offered for permission to challenge the course. The petition must be filed during the first five days of the term; if the petition is approved the examination must be administered and the grade recorded prior to the first day of the pre-registration period for the following term. A student may not challenge a course in which he is currently enrolled or for which he has already received credit.

Examinations are marked "credit" or "no credit." No official record is made of examinations in which "no credit" is earned; units for a course in which "credit" is earned will count toward graduation. Credits received are not considered in computing a student's grade point average, and credit earned by examination will not fulfill requirements for credit taken in residence.

INDIVIDUAL STUDY

A major goal of this College is the inculcation in its students of a commitment to continuing self-education in the years following their graduation. If the College has been successful in this endeavor, many of its students will have reached a point by their senior year in which they will have the competence and the self-discipline necessary to carry out independent study projects. The program of the College encourages these students to enroll for individual study and research, either on a genuinely independent basis or in cooperation with faculty members who are carrying out research programs.

Individual study courses for 1 to 5 units of credit at the 400 level may be made available to students receiving the approval of the Dean of the School in which the departmental courses are offered. Students must present a 3.0 cumulative grade point average after at least 15 quarter units of study at CSB, and may apply a maximum of 20 quarter units of individual study toward graduation requirements. Registration for individual study courses must be completed at the same time and through the same procedures as registration for any other course.

MODULARIZED COURSES

As a segment of the College's program of Personally Adjusted College Education (PACE), a number of courses are offered each term on a modularized basis which utilizes self-paced components in these courses to permit variation in the number of credit units earned. Students desiring to take advantage of this opportunity to pursue one or more classes at their own pace should consult class schedules for details of modularized courses available in each quarter.

EXPERIENTIAL LEARNING CREDIT

A student who has had or contemplates having off-campus experience relevant to academic subjects included in the curriculum of this college may petition for academic credit to be awarded on the basis of his experiential learning. Students interested in this possibility should consult with their school dean or department chairman. Evaluation of experiential learning will take varied forms. It will frequently require complementary academic study. In usual circumstances no student will be awarded more than five units of experiential learning credit per quarter. Petitions for larger amounts require the approval of the Academic Vice President.

HONORS PROGRAM

The College offers to selected and interested freshman students the opportunity to participate in an honors program. This program is designed to service the well-qualified and highly motivated student who seeks to find the maximum challenge and thereby derive the maximum benefit from his college education.

In certain of the departments and schools of the College, individual honors courses and programs will be developed for freshmen, sophomore, junior and senior students. Information on these programs is available from the Office of the Academic Vice President.

TRANSCRIPTS

Official transcripts of courses attempted at the College are issued only with the written permission of the student concerned. Partial transcripts are not issued.

A student is entitled to one free transcript. A fee of \$1.00 for each subsequent transcript issued must be received before the record can be forwarded. Transcripts from other institutions which have been presented for admission or evaluation become a part of the student's permanent academic file and are not returned nor copied for distribution. Students desiring transcripts covering work attempted elsewhere should request them from the institutions concerned. No transcript can be issued until all accounts with the College are clear and the record is free of encumbrances.

APPLICATION FOR GRADUATION

Candidates for degrees to be awarded at the end of a regular term must file applications with the Office of Admissions and Records no later than the end of the first week of instruction of the quarter in which they expect to complete graduation requirements. Applications for degrees to be awarded at the end of a summer session should be completed and filed in the Office of Admissions and Records before the end of the previous spring quarter. No application will be accepted for summer session degrees after the end of the first week of instruction of the regular summer session. Applications will not be approved unless all graduation requirements have been met as of the deadline date for filing, with the exception of courses included on the applicant's current official program.

All students are urged to apply for graduation the quarter before they plan to graduate. They may thus be notified prior to the advising and registration period for their last quarter of any deficiencies in graduation requirements.

POST-BACCALAUREATE CREDIT

Courses taken by a student during the quarter in which he earns his degree, that are not needed to fulfill degree requirements, can be recorded as post-baccalaureate credit (provisional graduate status). The student's request for this credit is part of his Application for Baccalaureate Degree and must be submitted to the Office of Admissions and Records before his degree is awarded. The student's request for post-baccalaureate credit may not be made retroactively. Units for any one course must be applied either wholly to the baccalaureate degree or wholly to post-baccalaureate credit and may not be divided.



Leisure-time pursuits at CSB include participation in Bicycle Club rides (above), girl watching at the residence hall swimming pool (left) and browsing at the springtime Pleasure Faire (below).



COLLEGE-WIDE ACADEMIC PROGRAMS

LIBERAL STUDIES MAJOR

In addition to degrees in individual disciplines, the College offers a Bachelor of Arts in Liberal Studies. This new degree is designed to provide students with an opportunity for inter-area or interdisciplinary concentration of their undergraduate programs. The degree requires work in four areas: natural sciences and mathematics, humanities, behavioral sciences, and English. The range in requirements for each area permits the student to obtain an education specifically designed to his needs. When approved by the Commission on Teacher Preparation and Licensing, the Liberal Studies degree major will also provide waiver of the subject matter examination required for licensing for multiple subjects instruction in the public schools.

Information on the specific requirements for this major is available from the Office of Admissions or the Office of the Academic Village Dean.

VILLAGE COURSES

The following courses are offered outside the framework of the schools and departments into which the remainder of the College's academic work is divided.

NOTE: All courses not otherwise designated carry five quarter units of credit.

Honors 101. Freshman Honors Seminar (1)

An interdisciplinary seminar offered on various topics. For the well qualified and highly motivated student seeking the maximum challenge in his college education. Prerequisite: invitation by the Academic Village Dean. Offered only on a credit, no-credit basis.

Village 150. Lecture Series (1)

Lectures and discussion on varied topics. One lecture, one discussion per week. May be repeated. Offered only on a credit, no-credit basis.

Village 110 COM. Explorations in the American Experience with Policy Change (10-15)

A modularized, self-paced, composite (interdisciplinary) course which examines the United States political experience. The course is organized into ten modules which include frequent seminars and discussions, occasional lectures, and extensive use of media. A student must complete seven modules in one quarter to obtain ten units of credit. More modules are available for additional credit up to a maximum of fifteen units. The course partially fulfills General Education requirements in Behavioral Science and Humanities and, for reason of content equivalency, precludes students from obtaining credit for either Political Science 100 or History 232. The course also satisfies the American Institutions requirement. Students in the Village are given enrollment preference.

Village 111 COM. Communications, Language, and Mind (10)

A modularized composite (interdisciplinary) course which examines types and means of communication: verbal, mental and physical. The course is two quarters long and includes frequent seminars and discussions, occasional lectures, self-pacing techniques, and extensive use of media. Students must register for five units in two successive quarters to obtain ten units of credit. The course fulfills a portion of the General Education requirements in Behavioral Science and satisfies the written composition and speech portion of the Basic Subjects requirement. For reasons of content equivalencies, completion of this course precludes students from obtaining credit for either English 100 or Psychology 100. Students in the Village are given enrollment preference. Offered on a credit, no-credit basis only.

Village 116/Math 100. Perspectives in Mathematics

This is a Mathematics 100 course offered in a Village setting to take advantage of the non-traditional format characteristic of Village courses. This is an introduction to the mathematical mode of reasoning and approaching problems; specific content will vary

according to the interests of the teacher and students. This course satisfies the science "100" General Education requirement in Natural Science and Mathematics. A level 2 placement test score is a prerequisite. Members of the Village are given enrollment preference.

Village 117 COM. Perspectives: Literature and Science (10)

A composite (interdisciplinary) modularized course which focuses on the relationship of science and culture by comparing certain historical perspectives of natural phenomena with current interpretations of those phenomena. Topics such as the nature of time or space will be studied from various points of view as they appear in or affect the literature of a particular period and as they appear in past and present physical models of pertinent phenomena. The basic forms used in literature and laboratory methodology in physics will be used as analytical tools to examine topics of interest to the student. The course uses self-pacing techniques and extensive media materials. It fulfills a portion of the General Education Humanities (101 course) and Natural Science and Mathematics (100 course) requirements. For reasons of equivalencies, completion of this course precludes students from enrolling in English 101 or Physics 100.

Village 201. Sophomore Seminar (1)

In Sophomore Seminar students study one or more topics from an interdisciplinary point of view, applying ideas learned in their lower division work. Class size is kept small to create an informal setting for discussion. Three quarters of Sophomore Seminar are required of all students who spend their sophomore year at CSB. Offered on a credit, no-credit basis only.

Village 277. Special Topics: "Bulletin Board" Courses (1)

Several courses on various topics are generally offered each quarter. These courses are intended to provide students with an opportunity to examine special areas of interest, and/or to allow investigation of topics not ordinarily covered in other courses. Topics may be proposed by students as well as the faculty. Special Topics does not satisfy any General Education requirements. Offered on a credit, no-credit basis only.

INTER-SCHOOL COURSES

For a variety of reasons, some courses in the College are offered on an inter-school basis. For 1973-74 the following indicated courses are so designated. Each may carry credit in more than one academic area, as described below.

Intds. 313. Sociology of Religion

Carries credit in either Religious Studies or Sociology. See departmental listings for course description.

Intds. 331. Philosophy of Science I

Carries credit in Natural Science or Philosophy. See departmental listings for course description.

Intds. 333. Political Philosophy and Thought

Carries credit in either Philosophy or Political Science. See departmental listings for course description.

Intds. 354. Concepts of Political Geography

Carries credit in either Earth Sciences or Political Science. See departmental listings for course description.

Intds. 375. Administrative Processes in Government

Carries credit in either Business and Public Administration or Political Science. See departmental listings for course description.

Intds. 472. Seminar in Selected Areas of the History of Scientific Thought

Carries credit in either History or Natural Sciences. See departmental listings for course description.

Intds. 475. Problems in Public Administration

Carries credit in either Business and Public Administration or Political Science. See departmental listings for course description.

Intds. 661. Managerial Economics

Carries credit either in Business and Public Administration or Economics. See departmental listings for course descriptions.

IS 292. International Study, Lower Division (5-15)**IS 492. International Study, Upper Division (5-15)****IS 692. International Study, Graduate Level (5-15)****ETHNIC AND AREA STUDIES**

In addition to programs in individual disciplines that may culminate in a departmental major and minor, the College plan provides for programs in interdisciplinary fields. These programs take the form of ethnic and area study minors available to candidates for B.A. degrees with majors in disciplines to which these ethnic and area studies are related. The four programs of this type currently available are Afro-American Studies, Mexican-American Studies, Asian Studies, and Latin-American Studies.

Ethnic and area studies minors, like minors in individual departments, consist of a minimum of three appropriate courses. A student should plan his program in the awareness that a substantial number of courses in addition to those officially listed as counting toward the minor will contribute significantly to the comprehensiveness of his academic concentration. A student minoring in Latin-American Studies must distribute his courses across at least three departments.

The work in each field of ethnic and area studies is supervised by a faculty committee headed by a chairman. A student planning an ethnic or area studies minor should select the courses to constitute that minor in consultation with the chairman of the appropriate committee as well as with the major department.

Courses from the offerings of the College that may be used toward each ethnic and area studies minor are set forth below. Other courses may also be approved by special arrangement.

AFRO-AMERICAN STUDIES MINOR

Anthropology 355. Peoples of the Caribbean

Anthropology 361. Peoples of Africa

Behavioral Science 327. Race and Ethnic Relations

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Economics 344. Economics of Poverty

English 206. Survey of Black Literature

History 465. History of Black America to 1865

History 466. History of Black America since 1865

Music 325. Afro-American Music

Sociology 340. Social Stratification and Class

Sociology 4771. Organization of Ethnic Groups

MEXICAN-AMERICAN STUDIES MINOR

Anthropology 305. Prehistory of Meso-America

Anthropology 353. Peoples of Mexico

Art 319. The Art of Central and South America and Its Influence in the United States

Behavioral Science 327. Race and Ethnic Relations

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Economics 344. Economics of Poverty

History 345. History of Colonial Mexico

History 346. History of Modern Mexico

History 365. The Mexican-American and the History of the United States

- Sociology 477B. The Mexican-American Family
- Sociology 477I. Organization of Ethnic Groups
- Spanish 110. Spanish for the Spanish Speaking
- Spanish 415, 416, and 418. Hispanic-American Literature
- Spanish 420. Barrio Spanish
- Spanish 495. Workshop in Mexican-American Literature

ASIAN STUDIES MINOR

- Anthropology 477L. Peoples of Asia
- Art 320. Oriental Art
- Behavioral Science 307. Developing Political Systems
- Earth Sciences 352. Spatial Geography
- History 221. East Asian Survey I
- History 222. East Asian Survey II
- History 325. Traditional China
- History 326. Modern China
- History 330. Traditional Japan
- History 331. Modern Japan
- History 335. South Asia Before the Moguls
- History 336. Southwest Asia from the Expansion of Islam to Modern Times
- History 410. Proseminar in Chinese History
- History 411. Proseminar in Japanese History
- Religious Studies 221. Living World Religions II. Eastern
- Religious Studies 344. Confucianism and Taoism
- Religious Studies 346. Hinduism
- Religious Studies 347. Buddhism

LATIN-AMERICAN STUDIES MINOR

- Anthropology 305. Prehistory of Meso-America
- Anthropology 350. Contemporary Latin American Society and Culture
- Anthropology 353. Peoples of Mexico
- Anthropology 357. South American Indians
- Behavioral Science 307. Developing Political Systems
- Earth Sciences 352. Spatial Geography
- Economics 314. Theory of Economic Development
- History 211. Survey of Latin American History
- History 341. Colonial Latin American History to 1830
- History 342. Modern Latin America since 1830
- History 345. History of Colonial Mexico
- History 346. History of Modern Mexico
- History 421. Proseminar in Latin American History
- Spanish 303. Introduction to Hispanic-American Literature
- Spanish 415. The Hispanic-American Novel
- Spanish 416. Contemporary Hispanic-American Poetry
- Spanish 418. The Contemporary Hispanic-American Novel
- Spanish 419. Hispanic-American Culture and Civilization

SCHOOL OF BEHAVIORAL SCIENCES

The five disciplines of anthropology, economics, political science, psychology, and sociology are contained within the School of Behavioral Sciences. In all areas, the central focus tends to be on man in the context of his various social environments rather than upon his institutions alone.

This School is committed to the broadest possible sound education, and an undergraduate who elects to do much of his work in this School will find that the programs available are designed to permit a large amount of flexibility in the specific direction of his individual course of study.

The School recognizes that many of the questions leading toward knowledge that may help to solve critical social problems are not confined neatly by the boundaries of conventional academic disciplines. Thus, the student may find that many of his courses deal with the concerns of more than one discipline, and indeed some of his courses will be listed in two or more departments. He may also find that many of his courses do not require particular, substantive, course prerequisites, since advanced courses in the behavioral sciences often require general conceptual familiarity and analytic ability rather than direct, specific, cumulative knowledge. It should be possible for mature, superior students in other fields, as they develop analytic abilities, to take advantage of certain more advanced work within the School.

In addition to an interdisciplinary focus, the School also recognizes two other aspects of modern social science. One of these involves systematic empirical observation and quantitative analysis, with substantial use of electronic computers. The other reflects a growing concern and awareness of the great social problems of our age.

Accordingly, students who major in the subject matter of this School will ordinarily be expected or encouraged to demonstrate some competency in certain basic skills of the contemporary world: statistics, computer techniques and, in some circumstances, foreign language. They will also find that, in a majority of their courses, they will be involved in original research concerned with real people and real problem areas.

Finally, many courses in this School will provide the opportunity for systematic examination of policy decisions by a variety of societal institutions along with opportunity for similar examination of a student's own attitudes and values.

In keeping with the desire of this School to keep its program as current and relevant as possible throughout its development, the faculty will regularly be proposing alterations, additions, and deletions. Suggestions from students will be welcomed.

GENERAL EDUCATION

Students must take three 5 quarter unit lower division courses drawn from at least two departments in the behavioral sciences in order to fulfill the General Education requirements. These may be chosen from any of the regular listings of the Departments of Economics, Political Science, Psychology and Sociology/Anthropology, providing the appropriate prerequisites for the specific courses are satisfied. Courses used to satisfy General Education requirements may not be used for the major concentration.

GENERAL REQUIREMENTS FOR A MAJOR

General requirements for a Bachelor of Arts degree within the School of Behavioral Sciences include:

1. A major of at least nine courses acceptable to the major department including at least seven at the upper division level.
2. An approved minor of at least three courses in a related department (which may be outside the School of Behavioral Sciences), approved by the major department.
3. At least one acceptable college level course in statistics. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.

INTERDEPARTMENTAL CONCENTRATIONS

CONCENTRATION IN CRIME, LAW AND SOCIETY

An inter-departmental concentration designed to provide theoretical and conceptual perspectives for professionals and pre-professionals interested in the area of crime, law, and society. The concentration is administered through the School of Behavioral Sciences in conjunction with the School of Business and Public Administration and the School of Humanities.

Requirements:

- A. The satisfactory completion of nine courses approved for the concentration and selected in consultation with the student's advisor. No more than three courses approved for the concentration may be selected from the same department.
- B. Completion of an acceptable major. Students choosing such a concentration typically major in Business and Public Administration, Economics, Political Science, Psychology, or Sociology, but other majors may be appropriate. Courses approved for the concentration may, when appropriate, be counted toward fulfillment of requirements for the major.
- C. The satisfactory completion of the requirements for the concentration fulfills the minor requirement for the Bachelor of Arts degree. When a conventional minor is pursued, courses approved for the concentration will, when appropriate, be counted toward completion of requirements for this minor.

Individuals who already have a baccalaureate or higher degree may obtain a "Certificate in Crime, Law and Society" by successful completion of the concentration requirements alone. At least 25 of the required 45 quarter units must be earned while in residence at California State College, Bakersfield. Students may petition the Committee on Crime, Law and Society to have credits previously earned accepted in replacement of equivalent courses approved for the concentration.

INTER-DEPARTMENTAL COURSES IN BEHAVIORAL SCIENCES

For a variety of reasons, some courses in the behavioral sciences may from time to time be offered on an inter-departmental basis rather than within a particular discipline. For 1973-74, the following courses are so designated, and each may carry credit in one of the indicated departments:

Behavioral Science 51. Foundations of Social Science

A one-term course open by special permission to students whose previous records or test scores indicate that they would benefit from an elementary study of the social, economic, political, and psychological aspects of man's interrelationships. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

Behavioral Science 307. Developing Political Systems

Carries credit in either anthropology or political science. See departmental listings for course description.

Behavioral Science 311. Small Groups

Carries credit in political science, psychology or sociology. See departmental listings for course description.

Behavioral Science 312. Social Psychology

Carries credit in either psychology or sociology. See departmental listings for course description.

Behavioral Science 317. Socialization

Carries credit in either psychology or sociology. See departmental listings for course description.

Behavioral Science 318. Culture and Personality

Carries credit in anthropology, psychology or sociology. See departmental listings for course description.

Behavioral Science 319. Political Economy of National Security

Carries credit in either economics or political science. See departmental listings for course description.

Behavioral Science 322. Introduction to Public Choice

Carries credit in either economics or political science. See departmental listings for course description.

Behavioral Science 327. Race and Ethnic Relations

Carries credit in either anthropology or sociology. See departmental listings for course descriptions.

Behavioral Science 330. Psychology of Political Behavior

Carries credit in either political science or psychology. See departmental listing for course description.

Behavioral Science 331. Sociology of Political Behavior

Carries credit in anthropology, political science or sociology. See departmental listings for course description.

Behavioral Science 332. Political Anthropology

Carries credit in either anthropology or political science. See departmental listings for course description.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Carries credit in anthropology, psychology or sociology. See departmental listings for course description.

Behavioral Science 371. Colonialism and Culture Change

Carries credit in either anthropology or political science. See departmental listings for course description.

ECONOMICS DEPARTMENT

The study of economics leads to an understanding of contemporary social and business problems. Many of the courses will involve students in original research and will assume, at the very least, minimal quantitative skills. Most of the courses will relate economic principles, policies, and theory to other disciplines. Several courses in mathematics are strongly recommended for majors, particularly for those planning graduate work in economics, other behavioral sciences, or such fields as business administration and engineering.

A major in the field provides an excellent foundation for students entering business, law, public or governmental service, social work and teaching. Students who wish to enter teaching or pure research should elect the option of taking two basic courses in Essentials of Economic Theory. Those who wish to enter an applied field in business or government or who wish to prepare for a career as an operations analyst should elect the option of taking courses that emphasize techniques in operations research.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate familiarity with basic tools underlying modern economics and satisfactorily complete at least nine courses in economics of which at least seven must be at the upper division level. Upon declaring their major, students should plan their specific programs of study in consultation with their advisor. Required courses are:

- A. One introductory course in economics. (Students meeting this requirement at CSB should select from Economics 100, 101, or 102).
- B. One college-level course in statistics, approved by the department. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.
- C. Economics 300. Introduction to Quantitative Methods in Economics (May be waived for students who have had sufficient background in mathematics.)
Economics 301. Advanced Value and Distribution Theory
Economics 302. Advanced National Income Theory
- D. One course that emphasizes non-American economic systems. Select from:
Economics 312. International Economics
Economics 314. Theory of Economic Development
Economics 316. Comparative Economic Systems
Behavioral Science 319. Political Economy of National Security
- E. One course that emphasizes aspects of the United States national economic system. Select from:
Economics 325. Money, Banking and the Economy
Economics 330. Industrial Organization
Economics 340. Introduction to Regional, Urban and Rural Economics
Economics 344. The Economics of Poverty
- F. Two additional courses in economics (may be from D and E above)
- G. An approved minor acceptable to the Department
- H. Economics 490. Senior Seminar in Economics

REQUIREMENTS FOR THE MINOR IN ECONOMICS

In a program approved by the major department, three upper division courses in Economics with a grade point average of 2.0 or better.

Courses

NOTE: All courses in the department not otherwise designated carry five quarter units of credit.

Lower Division**Economics 100. Perspectives in Economics**

Introduction to economic analysis and its application. Relation of economic study to other disciplines. Issues of economic policy. Selected investigations into varied problem areas. Lectures and discussions. (Not open to students who have taken Economics 101.)

Economics 101. Essentials of Economic Theory: Micro-Economics

Value and distribution theory, including the theory of household behavior, the theory of the firm, and the pricing of factors of production. Emphasis on tools of economic thinking and the historical development of these tools. Selected operational content also provided. Lectures and discussions. (Not open to students who have taken Economics 100.)

Economics 102. Essentials of Economic Theory: Macro-Economics

Theories of income, employment, and price level. Both the income-expenditure approach and the monetarist approach are studied. Emphasis on tools of economic thinking and the historical development of these tools. Selected operational content also provided. Lectures and discussions.

Economics 277. Contemporary Economic Problems.

An in-depth study of several contemporary problems such as pollution, the draft, welfare reform, inflation. Subjects will vary from term to term. Lectures and discussions may be repeated once on a different topic for credit. Prerequisite: One course in economics or permission of instructor.

Upper Division**Economics 300. Introduction to Quantitative Methods in Economics.**

The nature of theorizing and model building. Positive versus normative economics. The nature of economic prediction. The use of quantitative methods in economics. The necessary tools of economic analysis. Lectures and discussions. Prerequisite: Two years of high school algebra and/or geometry.

Economics 301. Advanced Value and Distribution Theory.

Demand theory and the Slutsky Equation, the theory of revealed preference, production and cost theory, the theory of the firm, and welfare economics. Emphasis is placed on the tools of economic analysis. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 302. Advanced National Income Theory.

Keynesian and classical theories of the determination of the level of economic activity. Emphasis is placed on the role of money and the price level. Analysis of monetary and fiscal policy with concentration on the tools of economic analysis. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 312. International Economics

Examination of relations among regions and nation-states, including theory of trade, balance of payments, commercial policies, financial policies, economic integration and related policy issues. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 314. Theory of Economic Development

Economic growth organization, institutions, and processes of western nations during the past century and in present day underdeveloped areas. Particular emphasis on Latin America. Various theories of growth considered in light of empirical evidence. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 316. Comparative Economic Systems

Analysis of capitalist and socialist economic systems emphasizing levels of reliance on market mechanism and/or planning. Problems of growth are viewed. Emphasis on United States, Soviet Union, Mexico, Great Britain. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Behavioral Science 319. Political Economy of National Security

Systematic study of the economic and political ramifications of national defense policy. Application of economic analysis to defense budgeting. Relations between defense and industrial capacity. Compulsory service and alternatives as methods of influencing the level of military manpower. Lectures and discussions. Prerequisite: Economics 100 or equivalent or permission of instructor.

Economics 320. Economics of Fiscal Theory and Policy

Analysis of the federal and state-local instruments of taxation. Emphasis is placed on the theory of optimality in public expenditures and the mechanics of budgetary decision making. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Behavioral Science 322. Introduction to Public Choice

Economic activity in a collective decision making process. Applications of economic analysis to political phenomena. The theory of constitutions. Voter exchange over public goods. Lectures and discussions. Prerequisite: Economics 100 or equivalent or permission of instructor.

Economics 325. Money, Banking and the Economy

A thorough study of the banking system, the demand and supply of money, monetary policy, the quantity theory of money, the interest rate, the theory of portfolio choice, and international finance. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 330. Industrial Organization

Relations of government to industry and labor problems. Analysis of the structure and operation of American industry. Includes pricing and output decisions of firms under different market structures, theories of monopolistic competition, structure and performance of markets. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 335. The Economics of Crime

The economic causes of crime: criminal offenses as nondeviant, rational forms of behavior and civil offenses as external diseconomies. The optimum response by government: cost-benefit analyses of alternative methods of crime prevention and criminal rehabilitation. The supply and demand of crimes and punishments. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 340. Introduction to Regional, Urban, and Rural Economics

The theory of optimal market networks and the formation of cities. Emphasis is placed on the welfare effects of population shifts and clustering patterns. The dynamics of regional, urban, and rural growth and decline. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 344. The Economics of Poverty

Economic analysis of causes for, effects of, and remedies for poverty. Alternative evaluations. Economics of social security, public assistance and poverty programs. Includes relevance of discrimination, crime, and social upheaval. Selected investigations. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 361. Managerial Economics

A study of the tools of economic analysis applicable to the decision-making process of the manager. These tools are applied to demand, analysis, cost and pricing problems and forecasting. Prerequisite: One course in economics or permission of instructor.

Economics 402. Mathematical Economics

Application of mathematics to selected topics in consumption and production theory. The theory of constrained optimization, mathematical programming, the Kuhn-Tucker Theorem. Selected investigations. Lectures and laboratory. Prerequisite: Economics 300 or equivalent.

Economics 407. Operations Research

Development of the quantitative methods necessary for industrial economic decision making. Algorithms for multivariate constrained optimization problems. The methods of linear, nonlinear, and integer programming. Input-Output analysis, simulation, queuing theory, capital budgeting, and game theory. Lectures and laboratory. Prerequisite: Economics 300 or equivalent.

Economics 443. Natural Resource Economics

Economic principles of the physical basis of economic activity, including such resources as water, minerals, petroleum, and land. Cost-benefit analysis. Role of public policy. Lectures and discussions. Prerequisite: One course in economics or permission of instructor.

Economics 460. Introduction to Econometrics

An introduction into the estimation techniques used in economic theory to arrive at testable models which explain economic reality. Selected investigations. Lectures and laboratory. Prerequisites: Economics 300 or equivalent and one college level course in statistics.

Economics 477. Selected Topics in Economics

Offered periodically as announced. Examples of courses currently planned for the future include: Advanced Public Choice Theory; Advanced Regional, Urban, and Rural Economics; Human Resources; History of Economic Doctrines. May be repeated for different course content.

Economics 480. Directed Research Seminar in Economics

Elaboration of principles of research design. Student conducts and writes up an individual study under faculty supervision. Prerequisite: permission of instructor.

Economics 490. Senior Seminar in Economics (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of economics to other fields of study. Prerequisite: Senior major or consent of instructor.

Economics 499. Individual Study

Consent of Department and approval by Dean of School of Behavioral Sciences.

Graduate Courses**Economics 500. A Survey of Economic Theory**

An introduction to economic theory and its uses in business analysis. Supply and demand analysis, cost theory and market models. National income analysis and the quantity theory of money. Economic prediction and model building. (Not open to students who have completed Economics 100 or 101 and 102.)

Economics 550. Linear Programming

Economic principles for maximizing goals of a firm. Use of linear programming in operational and methodological firm decision analyses.

Economics 601. Advanced Economic Theory

An economic analysis of consumer demand theory and the theory of the firm. Problems of constrained and unconstrained optima are discussed.

Economics 605. Advanced Production Theory

The theory of production and the theory of costs are related. Neoclassical production theory and the uses of homogeneous and non-homogeneous functions are discussed. Pricing of inputs analyzed.

Intds. 661. Managerial Economics

A study of the tools of economic analysis oriented toward analysis of managerial behavior and the managerial decision making process as related to demand analysis, cost and pricing problems, market organization, forecasting, capital budgeting, and location analysis.

Economics 699. Individual Graduate Study (1-5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

POLITICAL SCIENCE DEPARTMENT

Study of political science in this school is designed to serve several purposes, all of which lie at the core of a sound, liberal arts education. Among these are: (1) to provide an understanding of contemporary political systems and institutions, (2) to develop basic evaluational abilities and accompanying skills, (3) to acquaint students with the fundamental concepts, methods, and skills of social science and political inquiry, and (4) to provide an awareness of the relation of political processes to other aspects of society.

Study in this field may provide useful preparation leading to careers in government service, journalism, law, politics, and teaching.

Many of the courses will involve students in direct, original research, and will assume, at the very least, minimal quantitative skills.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate a familiarity with basic tools underlying modern social sciences and satisfactorily complete at least nine courses in political science of which at least seven must be at the upper division level. Upon declaring their major, students should plan their specific program of study in consultation with their advisor. Required courses are:

- A. One introductory course in political science. (Students meeting this requirement at CSB should select from Political Science 100, 102 or 103).
- B. One college-level course in statistics, approved by the Department. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.
- C. Political Science 300. Political Inquiry (replaces Political Science 201).
- D. One course dealing primarily with international or national political systems. Select from:

Political Science 304. The Culture of the International Political System
 Political Science 305. Comparative Political Analysis: Western Political Systems
 Political Science 306. Comparative Political Analysis: Communist Political Systems
 Behavioral Science 307. Developing Political Systems
 Political Science 309. The Foreign Policy Processes

- E. One course with special emphasis on institutional policy processes within political subsystems. Select from:

Intds. 310. The Administrative Processes in Government
 Political Science 312. The Electoral and Political Participation Processes
 Political Science 314. The Adjudication Processes I: Judicial Systems
 Political Science 315. The Adjudication Processes II: Civil Liberties
 Political Science 316. The Legislative and Bargaining Processes
 Political Science 318. Community Political Processes

- F. One course in general political theory, thought, or methodology. Select from:

Intds. 333. Political Theory I: Political Philosophy and Thought
 Political Science 334. Political Theory II: Current Applications of Political Thought
 Political Science 335. Political Theory III: Contemporary Empirical Theory
 Political Science 401. Advanced Research Design and Methods in Social Science

- G. Two additional courses in political science (may be from A, B, or C).

- H. An approved minor acceptable to the Department

- I. Political Science 490. Senior Seminar in Political Science

REQUIREMENTS FOR THE MINOR IN POLITICAL SCIENCE

In a program approved by the major department, three upper division courses in Political Science with a grade point average of 2.0 or better.

COURSES

NOTE: All courses in the department not otherwise designated carry five quarter units of credit.

Lower Division**Political Science 100. Perspectives in American Political Processes**

Selected issues in American politics are examined in relation to a range of decision-making processes found in American political institutions. Knowledge from other disciplines is related to political problems and their study. Lectures and discussions. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Political Science 102. The International Political System

Introduction to theories of international politics. The role of political, military, cultural, economic, and ideological factors in the behavior of nation states. Lectures and discussions.

Political Science 103. Introduction to Comparative Governmental Systems

Comparison of major types of political systems and subsystems in the world. Structure, dynamics, and evaluation. Lectures and discussions.

Political Science 277. Contemporary Political Topics

Extensive analysis of selected contemporary political problems. Subjects vary from term to term but might include such topics as the politics of Black America, the Middle East Crisis, the politics of student protest, the 1972 presidential election, the politics of ecology, etc. Prerequisite: One course in a behavioral science or permission of instructor. May be repeated once for credit.

Upper Division**Political Science 300. Political Inquiry**

Assumptions of scientific research and issues in philosophy of social science. Values and prescriptions. Basic principles in design, data collection, and analysis. Contemporary theory and approaches to the study of politics. Relation with other disciplines. Library and field work. Lectures and discussions. Prerequisites: An introductory course in political science; a college-level course in statistics. Primarily for majors.

Political Science 304. The Culture of the International Political System

Norms, belief systems, and bargaining processes in international relations and organizations. Selected investigations. Lectures and discussions. Prerequisite: Political Science 102 or one upper division course in political science and junior standing.

Political Science 305. Comparative Political Analysis I: Western Political Systems

Analysis of institutions and practices affecting democratic parliamentary and presidential governments. Emphasis on whole systems, particularly Britain and Western Europe.-Detailed analysis of one system. Selected investigations. Lectures and discussions. Prerequisite: One course in political science and sophomore standing.

Political Science 306. Comparative Political Analysis II: Communist Political Systems

Analysis of major similarities and differences among institutions and practices in communist societies. Regional emphasis varies. Detailed analysis of one system. Special investigations. Lectures and discussions. Prerequisite: One course in political science or permission of the instructor.

Behavioral Science 307. Comparative Political Analysis III: Developing Political Systems

Analysis of major similarities and differences among institutions and practices in developing societies. Emphasis on African, Asian or Latin American nations. Detailed analysis on one system. Special investigations. Lectures and discussions. Prerequisite: One course in political science or permission of the instructor.

Political Science 309. The Foreign Policy Processes

Internal and external determinants of foreign policy formation and substance. Comparative, but with emphasis on American experience. Special investigations. Lectures and discussions. Prerequisite: One course in political science or permission of the instructor.

Behavioral Science 311. Small Groups

Application of principles of social psychology to the understanding of small groups; experimentation and testing in group situations. Lectures and laboratory. Prerequisite: One course in political science, psychology or sociology or permission of the instructor.

Political Science 312. The Electoral and Political Participation Processes

Party systems, group influences, mass communications, public opinion in politics and elections. Comparative but with emphasis on American experience. Special investigations. Lectures and discussions. Prerequisite: One course in political science or permission of the instructor. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Political Science 314. The Adjudication Processes I: Judicial Systems

Constitutional and political aspects of judicial systems. Emphasis on American federal, state, and local courts. Special investigations. Lectures and discussions. Prerequisite: One course in political science or permission of the instructor. Counts toward satisfaction of U.S. Constitutions and California Government requirement.

Political Science 315. The Adjudication Processes II: Civil Liberties

The nature and scope of the protection of civil and political rights under constitutions, particularly in the U.S. Special investigations. Lectures and discussions. Prerequisite: One course in political science or permission of the instructor. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Political Science 316. The Legislative and Bargaining Processes

Public policy formation by legislatures; relations with other institutions; bargaining. Special investigations. Lectures and discussions. Prerequisite: One course in political science or permission of the instructor. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Political Science 318. Community Political Processes

Comparative studies of mobilization and exercise of power at subnational levels. Emphasis on the metropolitan community in America. Spatial relationships. Special investigations. Lectures and discussions. Prerequisite: One course in political science or permission of the instructor. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Behavioral Science 319. Political Economy of National Security

Systematic study of the economics and political ramifications of national defense policy. Application of economic analysis to defense budgeting. Relations between defense and industrial capacity. Compulsory service and alternatives as methods of influencing the level of military manpower. Lectures and discussions. Prerequisite: Economics 100 or equivalent or permission of instructor.

Behavioral Science 322. Introduction to Public Choice

Economic activity in a collective decision-making process. Applications of economic analysis to political phenomena. The theory of constitutions. Vote exchange over public goods. Lectures and discussions. Prerequisite: Economics 100 or equivalent or permission of instructor.

Behavioral Science 330. Psychology of Political Behavior

Ideology, values, extreme belief and affiliation, leadership, personality factors in politics. Psychological analysis of political and social action techniques. Lectures and discussions. Prerequisite: One course in political science, psychology, or sociology and sophomore standing.

Behavioral Science 331. Sociology of Political Behavior

The cultural and social bases of politics. Political processes in organized groups and social systems. Selected investigations. Lectures and discussions. Prerequisite: One course in anthropology, political science or sociology or permission of the instructor.

Behavioral Science 332. Political Anthropology

Analysis of power allocation in tribal and peasant societies. Multicentric and centralized authority systems. Principles of social order in the simpler societies. Analysis of problems of political brokerage in such societies which are undergoing change. Lectures and discussion. Prerequisite: One course in anthropology or political science or permission of instructor.

Intds. 333. Political Theory I: Political Philosophy and Thought

An analysis of the basic theories of the nature and role of social and political life. Historical positions such as those of Plato, Aristotle, Hobbes, Locke, Mill, Hegel, and Marx are examined to bring to light the concepts of "right," "equality," "justice," "obligation," "utility." Lectures and discussions. Prerequisite: One course in political science or Philosophy 201, and sophomore standing.

Political Science 334. Political Theory II: Current Applications of Political Thought

Selected ideas from classical writings (including American) applied to current political problems and issues. Special attention to American institutions and development and to democratic theory. Lectures and discussions. Prerequisite: One course in political science and sophomore standing.

Political Science 335. Political Theory III: Contemporary Empirical Theory

Theories of action, communication, decision making, groups, organizations, systems, etc. Use of models in political science. Relation between normative and empirical theory. Lectures and discussions. Prerequisites: Political Science 201, two other courses in political science and junior standing.

Intds. 354. Concepts of Political Geography

Bases of political geography; the state as a geographic region and roles of the several geographic factors such as climates, soils, and strategic location. Internal characteristics and external relations of the state. Relations of the state and nation. Development of conceptual models of principles and real-world processes. Three lectures, one discussion, and one laboratory. Prerequisite: one course in geography or one course in political science.

Behavioral Science 371. Colonialism and Culture Change

The impact of Western colonial systems on the cultures of the Third World. Emphasis is on the psychological factors related to colonial status, the effects on indigenous political systems resulting from differing colonial policies, the transformations in rural economies due to industrialization, and the kinds of social movements growing out of the colonial context. Lectures and discussion. Prerequisite: One course in anthropology or permission of instructor.

Intds. 375. The Administrative Processes in Government

Creation, execution, and coordination of public policy by executives and bureaucracies. Problems of administrative organization. relations with other institutions and processes. Comparative, but with emphasis on American experience. Lectures and discussions. Prerequisite: One course in political science or Business and Public Administration or permission of the instructor. Counts toward satisfaction of U.S. Constitution and California Government requirement.

Political Science 401. Advanced Research Design and Methods in Social Science

Selected issues in philosophy of social science; experimental design; problems in sampling and measurement; special applications of multivariate statistical models, including factor analysis. Lectures, discussions, and arranged field explorations. Prerequisites: Political Science 300 and three other courses in sociology and political science, or consent of instructor.

Intds 475. Problems in Public Administration

An analysis of different aspects of the role of the administrator in various governmental circumstances. Emphasis on state and local government. Prerequisite: Intds 375.

Political Science 477. Selected Topics in Political Science

Offered periodically as announced. Courses currently planned for the future include: Political System Output Analysis; Political Stability and Change; Public Policy, Empirical Analysis, and Prescription; Simulations in Legislative and Bargaining Processes; Simulations in International Political Processes; Contemporary Ideologies; Evaluation of Political Systems and Institutions. May be repeated for different course content.

Political Science 480. Directed Research Seminar in Political Science

Student conducts and writes up an individual study under faculty supervision. Prerequisite: Political Science 300 and consent of instructor.

Political Science 490. Senior Seminar in Political Science (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of political science to other fields of study. Prerequisite: Senior major or consent of instructor.

Political Science 499. Individual Study (1-5)

Consent of department and approval by Dean of the School of Behavioral Sciences.

Graduate Courses**Political Science 601. Seminar in American Political Processes**

Scope and method of the study of American political processes from a systemic perspective. Examination of trends in the discipline.

Political Science 602. Seminar in International Politics

Scope and method of the study of international politics. Examination of trends in the discipline.

Political Science 603. Seminar in Comparative Politics

Scope and method of the study of comparative politics. Examination of trends in the discipline.

Political Science 604. Seminar in Political Philosophy

Scope and method of the study of political philosophy. Examination of trends in the discipline.

Political Science 699. Individual Graduate Study (1-5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interests; regular meetings to be arranged with professor.

PSYCHOLOGY DEPARTMENT

Psychology today can be considered in a variety of ways. Among these, it can be (1) an applied science or professional field, (2) a set of humanistic concerns, (3) a physiological or biological science, and (4) a social science.

While the offerings in psychology will be as broad as possible, most of the basic course orientations will treat the discipline as a social science, in keeping with the location of the Department within the School of Behavioral Sciences.

Students who study psychology at the College will later pursue a wide range of careers. The Psychology Department will attempt to provide the kind of solid understanding of basic psychological principles that can serve as a foundation for the widest number of vocational and professional interests. Many of the courses will involve students in laboratory, field, and case study work and will assume, at the very least, minimal quantitative skills.

Final enrollment in any course with a field placement component is contingent upon successful placement of the individual student in field setting deemed appropriate by the instructor of that course.

REQUIREMENTS FOR THE MAJOR

A student must demonstrate familiarity with basic tools underlying modern social sciences plus satisfactorily complete a minimum of nine courses in psychology, of which at least seven must be at the upper division level. Upon declaring their major, students should plan their specific program of study in consultation with their advisor. Required courses are:

- A. Psychology 100, Perspectives in Psychology; or equivalent
- B. A college level course in statistics, approved by the department. In addition, familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.
- C. Psychology 300, Psychological Inquiry
- D. One advanced laboratory course in psychology. Select from:
 - Psychology 301. Experimental Psychology: Learning, Thinking, Motivation
 - Psychology 302. Experimental Psychology: Sensation and Perception
- E. Two courses with emphasis on personal and interpersonal psychology
Select from:
 - Psychology 310. Developmental Psychology
 - Behavioral Science 312. Social Psychology
 - Psychology 315. Theory and Research in Psychopathology
 - Psychology 316. Personality
- F. Three other courses (may be from D and E)
- G. An approved minor acceptable to the department
- H. Psychology 490. Senior Seminar in Psychology

REQUIREMENTS FOR THE MINOR IN PSYCHOLOGY

In a program approved by the major department, three upper division courses in Psychology with a grade point average of 2.0 or better.

COURSES

NOTE: All courses in the department not otherwise designated carry five quarter units of credit.

Lower Division**Psychology 100. Perspectives in Psychology**

Survey of currently important psychological ideas in relation to other disciplines. Major dimensions, theories, and applications of psychology. Selected investigations into varied problem areas. Lectures, discussions, and arranged observations.

Psychology 277. Contemporary Issues in Psychology

Intensive examination of selected issues in contemporary psychological thinking which seem likely to exert considerable influence on the development of the discipline. Opportunity to work closely with a faculty member in a seminar early in the student's career. May be repeated once on a different topic for credit. Prerequisite: Consent of the instructor.

Upper Division**Psychology 300. Psychological Inquiry**

Assumptions of scientific research and issues in philosophy of social science. Selected concepts and methods of experimentation in psychology, with emphasis on measurement, design of research, quantitative handling of data, and analysis. Lectures and laboratory. Prerequisite: A college-level course in statistics and Psychology 100. Primarily for majors.

Psychology 301. Experimental Psychology: Learning, Thinking, Motivation

Examination of selected learning, cognitive and motivational processes in animals and humans. Lectures and laboratory. Prerequisite: Psychology 300 or permission of the instructor.

Psychology 302. Experimental Psychology: Sensation, Perception, and Information Processing

Selected study of human and animal sensory and perceptual processes. Lectures and laboratory. Prerequisite: Psychology 300 or permission of the instructor.

Psychology 310. Developmental Psychology

Problems, theories, methods, results in the study of the psychological development of the individual from birth to old age, with major focus on the period of early childhood. Lectures, discussions, and special investigations. Prerequisite: One course in psychology or permission of the instructor.

Behavioral Science 311. Small Groups

Application of principles of social psychology to the understanding of small groups; experimentation and observation in group situations. Lectures and laboratory. Prerequisite: One course in political science, psychology or sociology or permission of the instructor.

Behavioral Science 312. Social Psychology

Group affiliation, group standards, social perception, and other social influences on the experience and behavior of individuals, and interactions among groups. Lectures and discussion. Prerequisite: One course in psychology or sociology or permission of the instructor.

Psychology 315. Theory and Research in Psychopathology

Principal theories concerning emotional disorder, from psychiatry, psychology, sociology, and other disciplines. Methodology and findings of research in psychopathology. Implications for prevention and treatment. Lectures and discussion. Prerequisite: One course in psychology or permission of the instructor. Not open to students who have taken Psychology 314 (Abnormal Psychology).

Psychology 316. Personality

Principal theories and approaches for understanding the person. Development of structures and dynamics in relation to adult functioning, psychopathology and behavior change. Exercises in research and assessment. Lectures, discussion, and laboratory. Prerequisite: One course in psychology or permission of the instructor.

Behavioral Science 318. Culture and Personality

The relation of personality to culture and group life in primitive, modernizing, and modern societies. Attention to field of psychological anthropology. Lectures and discussion. Prerequisite: One course in anthropology, psychology, or sociology or permission of the instructor.

Psychology 319. Psychological Tests and Measurement

A survey of basic concepts in the assessment of intelligence and personality. Primarily concerned with construction, interpretation, and application of objective, group-administered assessment instruments. Prerequisite: A college level course in statistics and one upper division course in psychology.

Behavioral Science 330. Psychology of Political Behavior

Ideology, values, extreme belief and affiliation, leadership, personality factors in politics. Psychological analysis of political and social action techniques. Lectures, discussions, and laboratory. Prerequisite: One course in political science, psychology, or sociology and sophomore standing.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Integration of materials on effects of barrio or ghetto cultural, economic, political, and social environment on the values, personality, and development of its residents. Special attention to alternative sociological and psychological theories of prejudice and racism. Examination of literature evaluating programs such as Head Start from psychological point of view. Construction of new theory. Selected investigations. Lectures, discussions, and arranged field observation. Prerequisites: Any three courses in the behavioral sciences and junior standing.

Psychology 401. Measurement in Psychology

Philosophies, techniques and problems concerning measurement of psychological phenomena. Course content varies with a focus on selected areas of psychology, including social, experimental, clinical, developmental. Lectures, discussion, and laboratory. Prerequisite: Psychology 300 and junior standing.

Psychology 413. Descriptive Psychopathology

Exploration of the phenomena of emotional disorder through literary and first person accounts, films, tapes, and supervised field work. Special attention given to the phenomenology of the emotionally disturbed person and to the social, educational, and legal context within which he functions. Lectures, discussions, and regularly scheduled field placements. Prerequisite: One upper division course in psychology and consent of the instructor.

Psychology 417. Childhood Psychopathology

Examination of types of psychological disorder most frequently affecting children. Descriptions of disordered behavior syndromes and major theories concerning causation. Implications for early detection, prevention and treatment. Emphasis on phobias, disorders of interpersonal relationships, anti-social acts, and subnormal intellectual functioning. Prerequisite: One upper division course in psychology or permission of the instructor.

Psychology 420. Differential Psychology

Individual and group differences in psychological characteristics. Structure of intelligence, cognitive styles, hereditary and environmental bases of individual differences, family, sex, class, and race differences. Prerequisites: sophomore standing and one statistics course.

Psychology 422. Human Behavior Change

Psychological principles relevant to behavior change. Theories of psychotherapy, behavior modification, and other applied areas. Current controversies explored in terms of ethics, efficacy, and goals of psychological intervention. Prerequisite: Psychology 316.

Psychology 477. Selected Types in Psychology

Offered periodically as announced. Examples of courses currently planned for the future include: Brain-Behavior Relationships, Mathematical Psychology, Attitude Formation and Change, Aggression and Violence. May be repeated for different course content.

Psychology 480. Directed Research Seminar in Psychology

Elaboration of principles of research design. Student conducts and writes up an individual study under faculty supervision. Prerequisite: Psychology 300 *and* consent of instructor. (*Note:* Admission to this course may require proficiency in computer analysis and/or statistics beyond the level required for all majors.)

Psychology 490. Senior Seminar in Psychology (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of psychology to other fields of study. Prerequisite: Senior major or consent of instructor.

Psychology 499. Individual Study (1-5)

Consent of instructor who will serve as sponsor, approval by Chairman of Department of Psychology and Dean of the School of Behavioral Sciences. (*Note:* Instructor may establish prerequisites in terms of specific courses or research skills.)

Graduate Courses**Psychology 620. Individual Intelligence Testing**

Theory and supervised instruction in the measurement of intellectual abilities. Course modules on theory of measurement of intelligence, problems of validity and reliability, ethical use, and in acquiring the skills for administering and interpreting Wechsler, Binet, and selected other tests. Prerequisites: one graduate course in psychology *and* consent of the instructor.

Psychology 699. Individual Graduate Study (1-5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

SOCIOLOGY AND ANTHROPOLOGY DEPARTMENT

The disciplines of sociology and anthropology are concerned with man in a wider variety of contexts than the other behavioral sciences. Course work offered in this department is intended to provide basic understanding of how cultures, societies, communities and smaller groups are organized and sustained and how they change. There are no courses which deal specifically with applied problem, issue and policy areas. Instead, work in this department is intended to bring these concerns into the context of a more fundamental understanding of culture, social organization and change, and social psychology.

Basically, sociology and anthropology are a part of a liberal education, fundamentally important in helping a student acquire a better comprehension of his own place in his family, his community, his vocation or profession and his other group contexts. At the same time, work in these disciplines can provide useful background for such careers as social research, social work, demography, journalism, management and teaching, to suggest a few.

Most courses in sociology and anthropology expose the student to original research problems, and many involve students in direct, original research. Such courses assume minimal quantitative skills. Wherever possible, the courses relate anthropological and sociological principles and theory to other disciplines.

REQUIREMENTS FOR THE MAJOR IN ANTHROPOLOGY

For a major in anthropology, a student must demonstrate familiarity with basic tools underlying modern social science and satisfactorily complete nine courses acceptable to the department, at least seven of which must be upper division level. Upon declaring his major, a student should plan his specific program of study in consultation with his advisor. In general, the following are required:

A. One introductory course in anthropology. (A student meeting this requirement at CSB is encouraged to take Anthropology 200 in lieu of Sociology/Anthropology 100).

B. One college level course in statistics, approved by the department. In addition, it is strongly recommended that the student familiarize himself with computer programming and data processing, either independently or through appropriate course work.

C. Sociology/Anthropology 300, Social Inquiry

D. One upper division course which deals at a general level with problem areas or aspects of culture. Examples of such courses are Beh Sc 318, Anth 320, Anth 325, Beh Sc 332, and Anth 333. With the consent of the advisor, other courses may also be used to fulfill this requirement.

E. One upper division course that deals at a general level with culture change. Examples of such courses are Beh Sc 307, Anth 370, Beh Sc 371, and Anth 380. With the consent of the advisor, other courses may also be used to fulfill this requirement.

F. One upper division course in social theory. Examples of such courses are Sociology/Anthropology 400, Soc/Anth 401, Anth 402 and Anth 403.

G. Three additional courses in anthropology

H. An approved minor acceptable to the department

I. Anthropology 490, Senior Seminar in Anthropology

REQUIREMENTS FOR THE MINOR IN ANTHROPOLOGY

In a program approved by the major department, three upper division courses in Anthropology with a grade point average of 2.0 or better.

REQUIREMENTS FOR THE MAJOR IN SOCIOLOGY

For a major in Sociology, a student must demonstrate familiarity with basic tools underlying modern social science and satisfactorily complete nine courses acceptable to the department, including at least seven at the upper division level. Upon declaring his major, a student should plan his specific program of study in consultation with his advisor. In general, the following are required:

A. An introductory course in sociology. (A student meeting this requirement at CSB is encouraged to take Sociology 200 in lieu of Sociology/Anthropology 100.)

B. One college-level course in statistics, approved by the department. In addition, it is strongly recommended that the student familiarize himself with computer programming and data processing either independently or through appropriate course work.

C. Sociology/Anthropology 300, Introduction to Social Inquiry.

D. One upper division course which deals at a general level with aspects of social structure. Examples of such courses are Sociology 320, Sociology 322, Sociology 340 and Sociology 341. With the consent of the advisor, other courses may also be used to fulfill this requirement.

E. One upper division course which deals at a general level with aspects of social psychology. Examples of such courses are Beh Sc 311, Beh Sc 312, Beh Sc 317 and Beh Sc 318. With the consent of the advisor, other courses may also be used to fulfill this requirement.

F. One upper division course in social theory. Examples of such courses are Sociology/Anthropology 400, Soc/Anth 401, and Soc 402.

G. Three additional courses in sociology.

H. An approved minor acceptable to the department.

I. Sociology 490, Senior Seminar in Sociology.

REQUIREMENTS FOR THE MINOR IN SOCIOLOGY

In a program approved by the major department, three upper division courses in Sociology with a grade point average of 2.0 or better.

DEPARTMENTAL COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division

Sociology/Anthropology 100. Perspectives in Anthropology and Sociology

Survey of currently important anthropological and sociological ideas in relation to other disciplines. Major dimensions, theories, and applications of sociology. Selected investigations into various problem areas. Lectures and discussions. May be used as a prerequisite for sociology or anthropology courses.

Upper Division

Sociology/Anthropology 300. Social Inquiry

Assumptions of scientific research and issues in philosophy of science. Examination of the relationships between theory and research. Basic principles of research design, development of research instruments and data collection. Students will select and develop a research problem through data collection. Lectures and laboratory. Prerequisites: An introductory course in sociology or anthropology, or junior standing; a college-level course in statistics (may be taken concurrently with Sociology/Anthropology 300). Primarily for majors. (Formerly Sociology/Anthropology 201)

NOTE: Majors in sociology and anthropology are urged to complete this course as early as possible, certainly no later than the first quarter of their junior year.

Sociology/Anthropology 301. Analysis of Survey Data

Problems and techniques of measurement, data processing and analysis. Using various data sources, including student projects undertaken in Sociology/Anthropology 300, students will develop and refine indices of variables, will process and analyze data and will prepare a report of their analyses. Lectures and laboratory. Prerequisite: Sociology/Anthropology 300; or permission of the instructor.

Sociology/Anthropology 302. Analysis of Field Data

Special problems of data collection using participant observation and other observational techniques. Problems of systematization, interpretation and analysis. Students will conduct field work or use existing data sources, will analyze data and will prepare a report of their analyses. Lectures and laboratory. Prerequisite: Sociology/Anthropology 300; or permission of the instructor.

Sociology/Anthropology 400. The Development of Social Thought

An examination of the emergence and growth of significant issues which characterized the development of social theory. The focus is on those aspects of social thought which continue to play a central role in the formulation of contemporary theory. Lectures and discussion. Prerequisite: Three upper division courses in Anthropology and/or Sociology or permission of the instructor.

Sociology/Anthropology 401. Contemporary Sociological Theory

A systematic analysis of perspective present in modern sociological theory. The emphasis is on the understanding and application of current theories to problems in sociology and in anthropology. This involves consideration of a variety of the most significant theoretical approaches in recent sociology. Lectures and discussion. Prerequisite: three upper division courses in Anthropology and/or Sociology or permission of the instructor.

ANTHROPOLOGY COURSES.

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division**Anthropology 200. Cultural Anthropology**

The nature of culture and of social behavior, social organization, religion and other topics examined through anthropological study of contemporary peoples. Lectures, discussions, and arranged observations. Recommended for majors. Not open to students with credit in Sociology/Anthropology 100.

Anthropology 202. Physical Anthropology

Origin of man and his place in nature. Vertebrate and primate evolution and interpretation of fossil human evidence. Concepts of race classification. Lectures and discussions.

Anthropology 277. Contemporary Anthropological Topics

Extensive analysis of selected contemporary problems in anthropology. Subjects will vary from term to term, but might include such topics as cultural factors in the modernization of specific areas of the world, the use of anthropological techniques in studying contemporary problems in American society, special areas in anthropology such as general archeology, etc. Prerequisite: one course in a behavioral science or permission of the instructor. May be repeated once on a different topic for credit.

Upper Division**Anthropology 303. Prehistory of North America**

Examination of the range and variation of North American Indian culture and society before European contacts. Analysis will be based primarily on archeological data. Lectures and discussion. Prerequisite: one course in anthropology or permission of the instructor.

Anthropology 305. Prehistory of Meso-America

Examination of the range and variation of cultures of Mexico and Central America before European contacts. Analysis will be based primarily on archeological data. Lectures and discussion. Prerequisite: one course in anthropology or permission of the instructor.

Behavioral Science 307. Developing Political Systems

Analysis of major similarities and differences among political institutions and practices in developing societies. Emphasis on African, Asian, or Latin American nations. Detailed analysis of one system. Special investigations, lectures and discussions. Prerequisite: one course in anthropology or political science or permission of the instructor.

Intds. 313. Sociology of Religion

A study of the social dimension of religions, Eastern and Western. The various sociological theories of religion, including those of Durkheim and Weber, will be examined. Such topics as religion and social change, the social aspects of religious experience, and religious

institutionalization will be studied. Particular attention will be given to the function of religion in contemporary secular societies. Lecture and discussion.

Behavioral Science 318. Culture and Personality

The relation of personality to culture and group life in primitive, modernizing, and modern societies. Attention to field of psychological anthropology. Lectures and discussions. Prerequisite: one course in anthropology, psychology, or sociology or permission of the instructor.

Anthropology 320. Language and Culture

The relationships between language and cultural patterns. Problems of meaning. Lectures and discussions. Prerequisite: one course in anthropology or permission of the instructor.

Anthropology 325. The Art of the North American Indian

A survey of the major forms and styles of North American Indian art with special emphasis on the relationship of art and the artist to society and culture. Lectures and discussions. Prerequisite: one course in anthropology or permission of the instructor.

Behavioral Science 327. Race and Ethnic Relations

An examination of interaction between peoples of differing race, ethnic, and cultural backgrounds. Attention will be given to the development of American race relations, with a brief comparison of such relationships to those in other parts of the world. Lectures and discussions. Prerequisite: one course in anthropology or sociology or permission of the instructor.

Behavioral Science 331. Sociology of Political Behavior

The cultural and social bases of politics. Political processes in organized groups. Role of minorities in politics. Selected investigations. Lectures and discussions. Prerequisite: one course in anthropology, political science or sociology or permission of the instructor.

Behavioral Science 332. Political Anthropology

Analysis of power allocation in tribal and peasant societies. Multicentric and centralized authority systems. Principles of social order in the simpler societies. Analysis of problems of political brokerage in such societies which are undergoing change. Lectures and discussions. Prerequisite: one course in anthropology or political science or permission of the instructor.

Anthropology 333. Economic Anthropology

Analysis of allocation of material goods and services in selected tribal and peasant societies. Formalist as compared with substantivist approaches. Examination of reciprocity, redistribution and exchange. Lectures and discussion. Prerequisite: one course in anthropology or economics or permission of the instructor.

Anthropology 341. The Pre-Industrial City

An analysis of the range and variation of urbanization before the industrial revolution. Attention will be given not only to the European pre-industrial cities, but also to those of other culture areas of the world. Lectures and discussion. Prerequisite: one course in anthropology or permission of the instructor.

Anthropology 350. Contemporary Latin American Society and Culture

A survey of indigenous cultures as well as contemporary dominant cultures in Latin America. Examination of continuity of cultural heritage among Latin American people. Lectures and discussions. Prerequisite: one course in anthropology or permission of the instructor.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Integration of materials on effects of barrio or ghetto cultural, economic, political, and social environment on the values, personality, and development of its residents. Special attention to alternative sociological and psychological theories of prejudice and racism. Examination of literature evaluating programs such as Head Start from psychological point

of view. Construction of new theory. Selected investigations. Lectures, discussions, and arranged field observation. Prerequisite: Any three courses in the behavioral sciences and junior standing or permission of the instructor.

Anthropology 353. Peoples of Mexico

Contemporary Mexican society and culture. An analysis of the extensive ethnographic literature ranging from the preliterate hunter and gatherer to the urbanite. Lectures and discussion. Prerequisite: one course in anthropology or permission of the instructor.

Anthropology 355. Peoples of the Caribbean

A sampling of the medley of contemporary societies and cultures within the Caribbean area which have been referred to as Afro-America or Plantation America. Lectures and discussion. Prerequisite: one course in anthropology or permission of the instructor.

Anthropology 357. South American Indians

A survey of ethnographic literature concerning the preliterate societies of the South American continent. Lectures and discussion. Prerequisite: one course in anthropology or permission of the instructor.

Anthropology 359. North American Indians

A survey of ethnographic literature concerning the preliterate societies of the North American continent. Lectures and discussion. Prerequisite: one course in anthropology or permission of the instructor.

Anthropology 361. Peoples of Africa

A survey of the various cultures in Africa south of the Sahara. Attention will focus on some of the more important concerns found in the anthropological literature, such as political organization, ritual behavior and problems related to colonialism. Lectures and discussions. Prerequisite: one course in anthropology or permission of the instructor.

Anthropology 370. Peasant Societies

Survey of modern peasant societies of Europe, India, Southeast Asia, the Near East, Latin America. Stress will be on problems of modernization: social, political and economic change; urbanization; pioneering of frontier areas. Lectures and discussions. Prerequisite: one course in anthropology or permission of the instructor.

Behavioral Science 371. Colonialism and Culture Change

The impact of Western colonial systems on the cultures of the Third World. Emphasis is on the psychological factors related to colonial status, the effects on indigenous political systems resulting from differing colonial policies, the transformations in rural economies due to industrialization, and the kinds of social movements growing out of the colonial context. Lectures and discussion. Prerequisite: one course in anthropology or permission of the instructor.

Anthropology 380. Applied Anthropology

Application of anthropological theory, methods and procedures to problems of undeveloped areas (technical aid, land reform, community development and programs of planned change). The role of anthropology in the developmental process will be studied. Lectures and discussions. Prerequisite: one course in anthropology or permission of the instructor.

Anthropology 402. Selected Topics in Anthropological Theory

An intensive investigation of selected concerns within anthropological theory. This involves an in-depth critique of designated theoretical issues as determined by the instructor. Lectures and discussion. Prerequisite: Anthropology major and senior standing or permission of the instructor. May be repeated for different course content.

Anthropology 477. Selected Topics in Anthropology

Offered periodically as announced. Examples of courses currently planned for the future include the following: Peoples of Asia; Urban Anthropology; Kinship and Social Structure; Medical Anthropology. Prerequisite: one course in anthropology or permission of the instructor. May be repeated for different course content.

Anthropology 480. Directed Research Seminar in Anthropology

Students conduct and write up a research study under faculty supervision. Prerequisite: permission of instructor.

Anthropology 490. Senior Seminar in Anthropology (6)

Consideration of the nature of the discipline. Integration of material from other courses. The relationship of anthropology to other fields of study. Prerequisite: completion of, or concurrent enrollment in, other courses required to complete the major and the minor; or permission of the instructor.

Anthropology 499. Individual Study

Individual study under the direction of a faculty member. Prerequisite: permission of the instructor and approval of the Department and Dean of Behavioral Sciences.

GRADUATE COURSES**Anthropology 503. Cross-Cultural Studies in Anthropology**

The contribution of cross-cultural studies to anthropological theory. Methodological problems inherent in studies ranging from controlled comparisons to worldwide samples will be considered. Student projects will be used to develop skills in the techniques of cross-cultural research. Lectures and laboratory. Prerequisite: Anthropology major and senior standing or permission of the instructor.

Anthropology 577. Advanced Topics in Anthropology

Exploration at an advanced level of selected topics in anthropology. Prerequisite: permission of the instructor. May be repeated for different course content.

Anthropology 699. Individual Graduate Study (1-5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

SOCIOLOGY COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division**Sociology 200. Social Structure**

An introduction to the structure of social groups, institutions, and societies. Emphasis on urban industrial societies. Lectures, discussions, and arranged observations. Recommended for majors. Not open to students with credit in Sociology/Anthropology 100.

Sociology 220. Contemporary Social Issues

An examination of current social problems. Using sociological concepts, these issues are examined in terms of their relationship to social structure and social processes. Prerequisite: Soc/Anth 100 or Soc 200.

Sociology 277. Contemporary Sociological Topics

Extensive analysis of selected contemporary problems in sociology. Subjects will vary from term to term, but might include such topics as intergroup relations among especially selected groups, the use of observational techniques in sociological research, analysis of specific social problems, etc. Prerequisite: one course in behavioral science or permission of instructor. May be repeated once on a different topic for credit.

Upper Division**Behavioral Science 311. Small Groups**

Application of principles of social psychology to the understanding of small groups; experimentation and testing in group situations. Lectures and laboratory. Prerequisite: one course in political science, psychology or sociology or permission of the instructor.

Behavioral Science 312. Social Psychology

Group application, group standards, social perception, reference groups, and other social influences on the behavior of individuals, and interactions among groups. Lectures and discussions. Prerequisite: one course in psychology or sociology or permission of the instructor.

Intds 313. Sociology of Religion

A study of the social dimension of religions, Eastern and Western. The various sociological theories of religion, including those of Durkheim and Weber, will be examined. such topics as religion and social change, the social aspects of religious experience, and religious institutionalization will be studied. Particular attention will be given to the function of religion in contemporary secular societies. Lectures and discussion.

Sociology 314. Collective Behavior

Structure and boundaries of social groups. Special attention to characteristics of mobs, crowds, social movements, revolutions. Role of social unrest in developing and changing social organizations. Selected investigations. Lectures and discussions. Prerequisite: one course in sociology or permission of the instructor.

Behavioral Science 317. Socialization

This course involves an in-depth introduction to the socialization process along the following three avenues: 1) the effect of society on individual character, 2) the influence of individuals on the social structure, and 3) the subject of identity beyond roles. Lectures and discussions. Prerequisite: one course in psychology or sociology or permission of the instructor.

Behavioral Science 318. Culture and Personality

The relation of personality to culture and group life in primitive, modernizing, and modern societies. Attention to field of psychological anthropology. Lectures and discussions. Prerequisite: one course in anthropology, psychology, or sociology or permission of the instructor.

Sociology 320. Social Control

Power relationships and patterns. Processes of decision and enforcement. Relative significance of institutional and non-institutional controls. Problems of the non-conformist. Special investigations. Lectures and discussions. Prerequisite: one course in sociology or permission of the instructor.

Sociology 322. Social Change

Changes and trends in contemporary American society. Various approaches to change are examined, with attention given to change at different levels of organization. Current trends are examined in regard to their significance for the future. Prerequisite: One course in sociology or permission of the instructor.

Sociology 324. Sociology of Deviance

A consideration of sociological approaches to the study of deviance. Emphasis is on the relationship of deviance to social structure and social processes. Prerequisite: One course in sociology or permission of the instructor.

Sociology 325. Sociology of Crime

Examination of the social dimensions of crime. Various conceptual frameworks will be considered and their implications for the study of crime will be assessed. Attention will be given to the relationship between crime and processes of social control. Prerequisite: one course in sociology and junior standing or permission of the instructor.

Sociology 326. Juvenile Delinquency

An examination of the major theoretical approaches to the study of delinquency. Emphasis is on the social factors involved in the emergence of delinquent behavior and the nature of the social responses to delinquency. Attention is given to delinquency as it relates to social order and social control. Prerequisite: One course in sociology and junior standing or permission of the instructor.

Behavioral Science 327. Race and Ethnic Relations

An examination of interaction between peoples of differing race, ethnic, and cultural backgrounds. Attention will be given to the development of American race relations with a brief comparison of such relationships to those in other parts of the world. Lectures and discussions. Prerequisite: one course in anthropology or sociology or permission of the instructor.

Behavioral Science 331. Sociology of Political Behavior

The cultural and social bases of politics. Political processes in organized groups. Role of minorities in politics. Selected investigations. Lectures and discussions. Prerequisite: one course in anthropology, political science or sociology or permission of the instructor.

Sociology 340. Social Stratification and Class

Trends in social stratification. Relation of social class to interest groups, community, and nation. Special attention to ethnic minorities. Selected investigations. Lectures and discussions. Prerequisite: one course in sociology or permission of the instructor.

Sociology 341. Sociology of Complex Organizations

An examination of the structure, both formal and informal, of complex organizations such as industrial and business firms, governmental agencies, educational institutions, etc. Topics to be covered include external constraints on organizations as well as examination of internal structures. Lectures and discussions. Prerequisite: one course in sociology or permission of the instructor.

Sociology 342. Urban Sociology

Sociological and ecological analysis of the city in terms of changing structure and process. Urban-rural relationships. Social and demographic characteristics of urban populations, especially rural to urban trends. Special investigations. Lectures and discussions. Prerequisite: one course in sociology or permission of the instructor.

Behavioral Science 351. Social Psychology of the Ghetto/Barrio

Integration of materials on effects of barrio or ghetto cultural, economic, political, and social environment on the values, personality, and development of its residents. Special attention to alternative sociological and psychological theories of prejudice and racism. Examination of literature evaluating programs such as Head Start from psychological point of view. Construction of new theory. Selected investigations. Lectures, discussions, and arranged field observation. Prerequisites: Any three courses in the behavioral sciences and junior standing; or permission of the instructor.

Sociology 361. Sociology of Education

Study of education as a social system: its functions and its social bases. Attention will be given to the internal processes and structure of educational institutions and to their interdependent relationships with the enviroing society. Lectures and discussion. Prerequisite: one course in sociology or permission of the instructor.

Sociology 364. Family and Society

Family as a social institution. Emphasis is on historical and cross-cultural variation in family systems. Factors associated with change in the structure and function of the family are also considered. Prerequisite: One course in sociology or permission of the instructor.

Sociology 367. Sociology of Medicine

A systematic study of the sociological aspects of health, illness and the healing professions and organizations. Focus is on analysis of the social components of both physical and mental health and disease, the dynamics of the doctor-patient relationships, social epidemiology and the organization of health care in the United States and in selected other countries. Lectures and discussion. Prerequisite: one course in sociology or permission of the instructor.

Sociology 402. Selected Topics in Sociological Theory

An intensive investigation of selected concerns within sociological theory. This involves an in-depth critique of designated theoretical issues as determined by the instructor. Lectures and discussion. Prerequisite: sociology major and senior standing or permission of the instructor. May be repeated for different course content.

Sociology 477. Selected Topics in Sociology

Offered periodically as announced. Examples of courses currently planned for the future include the following: Sociology of Mass Communications; Role and Reference Group Behavior; Social Movements. Prerequisite: one course in sociology or permission of the instructor. May be repeated for different course content.

Sociology 480. Directed Research Seminar in Sociology

Students conduct and write up a research study under faculty supervision. Prerequisite: permission of the instructor.

Sociology 490. Senior Seminar in Sociology (6)

Consideration of the nature of the discipline. Integration of material from other courses. The relationship of sociology to other fields of study. Prerequisite: Completion of, or concurrent enrollment in, other courses required to complete the major and the minor or permission of the instructor.

Sociology 499. Individual Study (1-5)

Individual study under the direction of a faculty member. Prerequisite: permission of the instructor and approval of the Department and Dean of Behavioral Sciences.

Graduate Courses**Sociology 522. Social Conflict and Social Change**

Examination of the sources of violent and non-violent movements in social systems. Attention will be concentrated on analysis of the role of violence and non-violence in providing impetus for large scale structural changes in modern industrial societies. Emphasis will be on assessing the functional and dysfunctional aspects of these two forms of conflict.

Sociology 524. Seminar on Deviance

An in-depth examination of major theoretical positions advanced in the sociology of deviance. Emphasis is placed on the research and policy implications which follow from these statements. Prerequisite: One course in the sociology of deviant behavior; or permission of the instructor.

Sociology 541. The Sociology of Complex Organizations

Emphasis will be on intensive examination of service organizations, i.e., organizations which have people as their primary product (mental institutions, schools, hospitals, prisons, etc.). Analysis will include consideration of both formal and informal structure, the effect of the organization and its goals on both the staff and the people being served, as well as the implications for the larger society and service-oriented bureaucratic organizations. Field work required.

Sociology 577. Advanced Topics in Sociology

Exploration at an advanced level of selected topics in sociology. Prerequisite: permission of the instructor. May be repeated for different course content.

Sociology 699. Individual Graduate Study (1-5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor.

SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

The School of Business and Public Administration offers an educational program designed to prepare students to become professional administrators who are prepared to serve in all sectors of organized human endeavor. The School emphasizes the development of a college graduate who will be: (1) equipped and willing to make decisions in the areas of policy formulation and the conduct of the affairs of business and public organizations; (2) aware of the social, economic, political, and philosophical implications and interrelationships involved in his decisions; and (3) analytic in orientation and cognizant of the conceptual foundations of his areas of application.

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

The curriculum is designed for students who wish to complete the requirements for a Bachelor of Science degree with a major in Business Administration. This curriculum has two major components: (1) a number of required courses which provide a foundation for understanding business organizations and their operations, and (2) a concentration of courses which permits an in-depth study of a selected aspect of business activities. The foundation courses required of all degree majors and the areas of specialization are identified below. (Please note that all Business Administration majors must take at least 75 quarter hours of their program in courses offered by the School of Business and Public Administration or the Department of Economics, and must take at least 75 quarter hours in courses offered outside business and economics.)

Note: A Bachelor of Arts in Public Administration is also available. Check with the School Dean for details.

FOUNDATION COURSES

1. Accounting: BPA 201 and 202, or equivalent
2. Economics: Econ. 101 and 102, or equivalent
3. One introductory course in Anthropology, Political Science, Behavioral Science, Psychology or Sociology
4. Quantitative: (a) One college level course in statistics approved by the School.
(b) Math 120 or Econ. 300, or one comparable college level course approved by the School.
(c) Familiarity with computer programming and data processing is strongly recommended. This may be obtained independently or through appropriate course work.

REQUIREMENTS FOR THE MAJOR IN BUSINESS ADMINISTRATION

A. UPPER DIVISION CORE COURSES:

BPA 320	Management Science I
BPA 322	Management and Organizational Behavior
BPA 340	Marketing Management
BPA 370	Legal Environment of Business *
INTDS 375	Administrative Processes in Government
BPA 381	Financial Management
BPA 490	Senior Seminar in Policy Formulation

B. UPPER DIVISION CONCENTRATION ELECTIVES

In addition to completing the foundation and core requirements specified above, students must complete four additional courses in business and/or economics for a minimum of eleven upper division courses, totalling at least 55 quarter units. Students may specialize in one of the areas of concentration offered by the School of Business and Public Administration. These areas and their specific course requirements are listed below.

* BPA 203 and 204 or their equivalent may be used to satisfy this requirement.

BUSINESS ADMINISTRATION*(actually a Business Administration degree without a concentration)*

Students concentrating in Business Administration may select any set of four upper division courses in business or economics.

ACCOUNTING

Additional Cognate Requirement: One college level course in computer technology approved by Accounting faculty, e.g., Math 110, Math 210.

Required of all students concentrating in Accounting:

BBA 301	Intermediate Accounting I
BPA 302	Intermediate Accounting II
BPA 303	Managerial Accounting
BBA 304	Federal Income Tax Accounting I

And two additional courses selected from the following:

BBA 305	Federal Income Tax Accounting II
BBA 330	Administrative Computer Techniques
**BPA 400	Advanced Accounting
BPA 401	Advanced Managerial Accounting
**BPA 408	Auditing

**Recommended for those students planning to enter public accounting.

FINANCE

Required of all students concentrating in Finance:

BPA 382	Money and Capital Markets
BPA 383	Investments
BPA 481	Advanced Financial Management

And one course selected from the following:

BPA 384	Risk Management
BPA 385	Real Estate Investments
BPA 386	Financial Institutions
BPA 480	International Finance
BPA 482	Security Analysis and Portfolio Management

MANAGEMENT

Four courses selected from the following:

BPA 321	Management Science II
BPA 323	Personnel Management
BPA 330	Administrative Computer Techniques
BPA 420	Leadership Behavior in Organizations
BPA 423	Current Perspectives in Labor Relations
BPA 424	Collective Bargaining
BPA 430	Advanced Decision Analysis
BehSci 312	Social Psychology
Soc 341	Sociology of Complex Organizations
Econ 361	Managerial Economics

MARKETING

Required of all students concentrating in marketing:

BPA 350	Consumer Behavior
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And three courses selected from the following:

BPA 352	Marketing Communications Strategy
BPA 353	Management of the Sales Function
BPA 354	Marketing Channels and Institutions Management
BPA 355	Agricultural Prices and Marketing

BPA 356	New Products and Pricing Decisions
BPA 445	Marketing Research and Control
BPA 450	Marketing Planning and Problem Solving
BPA 460	International Marketing
BPA 474	Business and Society
Econ 301	Advanced Value and Distribution Theory
Econ 361	Managerial Economics

MINOR IN BUSINESS ADMINISTRATION

A minor in Business Administration is available for candidates for a BA degree. (A minor is not required of students majoring in Business Administration).

A student desiring a minor in Business Administration should take at least three upper division courses in the School for which the student meets the required prerequisites, after obtaining approval from his major department.

MASTER OF SCIENCE IN ADMINISTRATION

The Master of Science in Administration offers a broad program of knowledge for individuals seeking professional positions as managers or administrators. The program is designed to develop the special abilities required for performance in organizations having both economic and social objectives. The program enables individuals to obtain an understanding of forces in the external environment which affect the operations of private and public organizations. Equal attention is given to developing an appreciation of the internal elements of human organizations.

ADMISSION TO THE PROGRAM

To be eligible for admission to the program, one must possess a baccalaureate degree from an accredited college or university and must show high promise of academic success. Typical standards for determining promise of academic success are:

- (1) A satisfactory grade point average (based upon a four-point scale) comprising at least one of the following:
 - (a) A grade point average of 2.50 in all undergraduate course work, or
 - (b) A grade point average of 2.75 in all upper division course work.
- (2) A grade point average of 3.00 in the foundation courses required for the degree in Business Administration (Where this standard is not met by the applicant appropriate courses may be prescribed.)
- (3) A satisfactory score on the Admission Test For Graduate Study in Business

The program is designed to accommodate the part-time as well as the full-time student. Classes will be scheduled in the late afternoon and evening. Full-time students who have completed the foundation requirements may complete the degree program in four quarters.

THE PROGRAM

The Master of Science program has two interrelated sets of course requirements: (1) an integrated foundation of courses which assures that each student develops an understanding of the primary components of organizational operations, and (2) a core of graduate courses which treat the central elements of the administrative process. Beyond the graduate core each student may select graduate and senior level courses according to his own interest. The two sets of course requirements are as follows:

FOUNDATION COURSES

The following courses, or their equivalents, must be completed before students may enroll in graduate courses:

One college level course in statistics approved by the School

Math 120 or Econ. 300, or one comparable college level course approved by the School

Familiarity with computer programming and data processing is strongly recommended.

This may be obtained independently or through appropriate course work.

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| *Econ 500 | Survey of Economic Theory (or Econ. 101 and 102) |
| *BPA 501 | Accounting Information Systems (or BPA 201) |

*BPA 502	Managerial Accounting (or BPA 202)
BPA 320	Management Science I
BPA 322	Organization and Management Theory
BPA 340	Marketing Management
BPA 370	Legal Environment of Business
BPA 381	Financial Management
BPA 490	Policy Determination and Administration

*Cannot be used to satisfy graduate requirements.

GRADUATE REQUIREMENTS

Forty-five (45) units of approved graduate work are required for the Master of Science degree. Twenty-five (25) of these units must be in 600-level courses; the remaining twenty (20) units may be in approved 400- and 500-level courses. All candidates for the degree must complete the following core:

BPA 622	Administrative Behavior and Organization Performance
BPA 633	Theories of Decision Making
BPA 680	Financial Policy

Courses

NOTE: All courses in the School not otherwise designated carry five quarter units of credit.

LOWER DIVISION

BPA 100. Perspectives in Business

The conceptual foundations of business are covered, with consideration of the roles and social responsibilities of business in modern society. An explanation of American business enterprises and their functions. Case studies and practical problems illustrating current practices and functional interrelationships in important areas of business organizations. Relation of the study of business to other disciplines.

BPA 201. Introduction to Financial Accounting

The nature and purposes of financial information systems, the accounting cycle, the theory, analysis and interpretation of financial statements.

BPA 202. Introduction to Managerial Accounting

The role of accounting in management information systems, a study of cost accumulation systems, budgeting, cost analyses, capital budgeting, and performance measurement. Prerequisite: BPA 201.

BPA 203. Business Law I

Law of contracts, agency, sales and security devices; their applications to business transactions.

BPA 204. Business Law II

Law of real and personal property, commercial paper, bankruptcy, bailments and liens.

BPA 230. Decision Analysis

An examination of elementary stochastic methods and inferential models as applied in business analysis and decision making.

UPPER DIVISION

BPA 301. Intermediate Accounting I

Emphasis on accounting theory, concepts and underlying issues, together with an evaluation of the special problems that arise in applying accounting concepts. Prerequisite: BPA 202.

BPA 302. Intermediate Accounting II

Continuation of BPA 301 with emphasis on contemporary accounting theory and practice. Prerequisite: BPA 301.

BPA 303. Managerial Accounting

Internal accounting with emphasis on generation of information for managerial planning and control. Consideration is given to cost systems, incremental analysis, relevant costs, operating and capital budgeting concepts, and responsibility and profit center reporting as tools of analysis as well as techniques of measurement within a conventional cost accounting framework. Prerequisite: BPA 202.

BPA 304. Federal Income Tax Accounting I

Basic concepts applicable to all taxpayers, with particular emphasis on the individual taxpayer. Prerequisite: BPA 202 or permission of instructor.

BPA 305. Federal Income Tax Accounting II

Taxation of partnerships, corporations, estates and trusts. Prerequisite: BPA 304.

BPA 320. Management Science I

An introduction to the use of mathematical and statistical models in managerial decision making. Emphasis is on the formulation of mathematical models from an applied viewpoint with regard to allocation, competition, inventory, project management, and transportation problems. Probability theory, PERT, inventory control models and linear programming are among the models examined. Prerequisites: Math 120 and 140, or comparable courses approved by the School.

BPA 321. Management Science II

A continuation of BPA 320 with emphasis on non-linear programming, dynamic programming, games and strategies, Markov analysis, queuing and simulation models. Prerequisite: BPA 320.

BPA 322. Management and Organizational Behavior

Fundamental concepts applied to management processes and organizational relationships. Operating structures, individual motivation and control, group interactions, communication systems, conflict elements and their resolution, are examined in the course. Applications to real situations, taking into account the impact of internal and external forces. Prerequisite: Junior standing.

BPA 323. Personnel Management

The study of concepts fundamental to the management of employees in work organizations: motivation, remuneration, leadership, communication and personnel development. Prerequisite: Junior standing.

BPA 330. Administrative Computer Techniques

Introduction to the logic and practice in digital computer solution of problems encountered in accounting, inventory, sales, and other operational aspects of a firm. Use of a procedure-oriented artificial language such as COBOL or PL/1 to solve problems of graduated difficulty. Prerequisite: BPA 202.

BPA 340. Marketing Management

A study of the nature and role of marketing in advanced economies in a managerial context. Analysis of consumer wants, motivation and purchasing power, and introduction to and formulation of optimizing mixes between product, pricing, distribution, and promotion variables. Prerequisite: Junior standing.

BPA 350. Consumer Behavior

An analysis of the individual and aggregate market behavior of consumers and of the use of theoretical and empirical consumer information in developing marketing policy and strategy. Prerequisite: BPA 340.

BPA 352. Marketing Communication Strategy

An integrated approach to planning and creating the firm's total marketing communications program, primarily advertising, sales promotion, and public relations. Surveys the entire field of promotion in its social and management context and develops the creative approach, strategy, and tactics necessary to realize the objectives of the marketing program. Prerequisite: BPA 340.

BPA 353. Management of the Sales Function

Managerial and analytical orientation. Emphasis on sales planning, analysis, and control, including market and sales forecasting, territorial layout and quantitative analysis of the field sales force, with special attention to profitability studies of product line, territories, and salesman effectiveness. Prerequisite: BPA 340.

BPA 354. Marketing Channels and Institutions Management

A critical analysis and evaluation of concepts, theories and strategies that influence the wholesaler's and retailer's decisions pertaining to current and emerging issues. Analysis of problems in management of the movement and handling of goods from point of production to point of consumption or use, including the management of retailing and wholesaling institutions. Development of strategy for choice of effective channels. Prerequisite: BPA 340.

BPA 355. Agricultural Prices and Marketing

Agricultural price determination and forces affecting change. Organization of commodity and farm supply markets. Role of government policy in marketing. Framework for analyzing agricultural marketing problems. Prerequisite: BPA 340.

BPA 356. New Product and Pricing Decisions

The course deals with analytical methods for the solution of marketing problems with emphasis on new product and pricing decisions. The new product portion of the course deals explicitly with product innovation and diffusion of innovations. The pricing section of the course examines the environment of pricing; effect of legislation; contributions to pricing from economic theory, management science and the behavioral sciences. Prerequisite: BPA 340.

BPA 370. Legal Environment of Business

Designed to acquaint the student with the legal aspects of business operations and with the legal rights, obligations, and responsibilities of a member of society in his relationships with others. Prerequisite: Junior standing.

Intds. 375. Administrative Processes in Government

Creation, execution, and coordination of public policy by executives and bureaucracies. Problems of administrative organization. Relations with other institutions and processes. Comparative, but with emphasis on American experience. Prerequisite: One course in Political Science or BPA 322.

BPA 380. Social Insurance

Theory and practice of economic security programs designed to alleviate economic insecurity such as OASDHI, workmen's compensation, unemployment insurance, and public assistance. Prerequisite: Junior standing.

BPA 381. Financial Management

Theoretical and practical concepts underlying the analysis of the acquisition, management and disposition of funds by the corporate financial manager. Prerequisites: BPA 201 and 202.

BPA 382. Money and Capital Markets

Analysis of money and capital markets. Application of interest theory and flow of funds analysis to the markets for stocks, bonds, mortgages and other financial instruments. Prerequisite: BPA 381.

BPA 383. Investments

Supply and demand for capital. Principles of analysis of various types of securities, securities markets, and financial institutions. Formulation of investment strategies. Prerequisite: BPA 381 or permission of instructor.

BPA 384. Risk Management

An introduction to risk management, with emphasis on the application of insurance in coping with uncertainty. Prerequisite: Junior standing.

BPA 385. Real Estate Investments

Concepts and practical methods of analyzing real estate investments, including a survey of institutions dealing in this market. Prerequisite: BPA 381.

BPA 386. Financial Institutions

A survey of financial institutions with emphasis on operating practices and interrelationships. Special attention given to differences among institutions: commercial banks, savings and loans, investment firms, etc. Additional emphasis on local financial institutions. Prerequisite: BPA 381.

BPA 400. Advanced Accounting

Special problems of accounting for partnerships, combined corporate entities, fiduciaries, special sales contracts, and governmental units. Prerequisite: BPA 302.

BPA 401. Advanced Managerial Accounting

The generation, communication and use of information to assist management in the planning and control functions; the application of quantitative techniques to management accounting problems. Prerequisites: BPA 303 and BPA 320.

BPA 408. Auditing

The fundamentals of auditing theory and practice; ethical standards, auditing standards, auditing techniques, and the audit report; special emphasis on independent audits by CPAs and the CPA's role in society. Prerequisites: BPA 302 and 303.

BPA 420. Leadership Behavior in Organizations

Examination of leadership practices and their effect. The focus is on managerial and supervisory behavior and upon the behavior of subordinates in responding to leadership actions. Readings, discussion and case analyses. Prerequisite: BPA 322 or permission of instructor.

BPA 423. Current Perspectives in Labor Relations

An introductory course in labor relations intended to acquaint the student with the principal labor relations problems confronting modern managers. Attention is given to both the public and private sectors of the American economy. Topics include labor movements, labor markets, unionism and collective bargaining institutions, and public policy. Prerequisite: Junior standing.

BPA 424. Collective Bargaining

Dynamics of the relationship between unions and management. Emphasis is on understanding the forces affecting the actions and decisions of the parties to labor contracts and labor negotiations. Special attention is given to social, political and organizational factors which influence labor-management interactions. Prerequisite: BPA 322.

BPA 430. Advanced Decision Analysis

The application of statistical methods employed in the making of managerial decisions. Emphasis is on applications and limitations of Bayesian and traditional multivariate statistical techniques. Prerequisites: Math 120 and 140, or comparable courses approved by the School.

BPA 445. Marketing Research and Control

A study of the concepts underlying, and methods employed in, securing internal and external information for marketing decision making and control. Prerequisites: Basic statistics and BPA 340. (Formerly BPA 351)

BPA 450. Marketing Planning and Problem Solving

Application of marketing principles to a wide variety of problems related to the formulation of marketing policy. Case method. Prerequisite: BPA 340.

BPA 460. International Marketing

Analysis of the development of international marketing strategies and programs from the determination of objectives and methods of organization through execution of research, advertising, pricing, distribution, financing and manpower management activities. Emphasis on the design of optimal strategies under varying physical, economic, political, social and cultural environments and specific marketing situations. Prerequisite: BPA 340.

BPA 474. Business and Society

An examination of the social and economic setting in which today's businessman must operate. Special emphasis on management's social responsibilities. Prerequisite: Junior standing.

BPA 475. Problems in Public Administration

An analysis of different aspects of the role of the administrator in various governmental circumstances. Emphasis on state and local government. Prerequisite: Intds. 375.

BPA 476. Public Personnel Administration

This course will explore several of the major issues and ideas of public personnel administration: promotion, pay, and firing of civil servants; the merit system; civil service boards; collective bargaining in the public sector; and ethical problems of modern civil servants. The course will be conducted on a seminar basis. Prerequisite: Intds. 375.

BPA 477. Selected Topics in Business

Study of one or two selected topics in business each term. These topics, not covered in depth in regular course work, might include agribusiness, automation, business ethics, executive mobility, industrial engineering, location of industrial enterprise, environmental pollution, and wage incentives. Prerequisite: Announced for each course.

BPA 478. Budgeting in Public Organizations

An examination of the role of the modern public budget in determining governmental policy, in coordinating public agencies in controlling expenditures, in affecting intergovernmental relations, and in its impact on the private economy. Emphasis will be placed on understanding PPBS, the Budgetary Cycle, and the role of the Office of Management and Budgeting and Congressional Committees in budget preparation. Prerequisite: Intds. 375.

BPA 480. International Finance

An analysis of the problems facing financial managers in international operations, including a study of international financial institutions. Case analysis. Prerequisite: BPA 381.

BPA 481. Advanced Financial Management

Builds on the concepts introduced in financial management. The important concept of risk is introduced and methods for its analysis are explored. Case method. Prerequisite: BPA 381.

BPA 482. Security Analysis and Portfolio Management

Analysis of financial statements and security valuation. Emphasis on investment portfolios rather than individual financial instruments. Application of quantitative techniques for investment decisions. Prerequisite: BPA 383.

BPA 490. Senior Seminar in Policy Formulation (6)

A terminal integrating course. Analysis of a wide range of policy decisions, with focus on the role of the executive in planning and implementing programs. Prerequisites: BPA 320, 322, 340, 370, 381, or permission of instructor.

BPA 496. Directed Study in Administration (1-5)

Students will be assigned to various business firms or agencies and will work under joint supervision of supervisors and the course instructor. Participation in staff and internship conferences. Assigned readings and projects where appropriate. (Arrangements should be made one quarter in advance.) Prerequisite: consent of instructor.

BPA 499. Individual Study (1-5)

Individual projects or directed reading for students qualified to carry on independent work. Prerequisite: permission of instructor and School dean.

BPA 501. Accounting Information Systems

A study of financial information systems and the analysis and interpretation of financial statements, with emphasis on the use of financial data in decision making. Open to students with no accounting background. (Not open to students who have completed BPA 201 or equivalent; does not count for graduate credit.)

BPA 502. Managerial Accounting Problems and Practices

A study of internal accounting as a tool used to generate information for decision making. Problems and case material are used to develop operational understanding of elementary cost systems, capital budgeting, intracompany pricing, performance evaluation, incremental analysis, and other selected quantitative techniques employed by management in the performance of the planning and control function. Prerequisite: BPA 501 or equivalent. (Not open to students who have completed BPA 202 or its equivalent; does not count for graduate credit.)

Graduate Courses**BPA 605. Seminar in Accounting Theory**

Advanced topics in financial accounting theory and practice.

BPA 622. Managerial and Organizational Performance

Examination of major concepts and theories as they affect behavior and performance in organizations. Communication, motivation, decision making, and related processes are analyzed for their content and impact. The course seeks to develop the student's ability to analyze and evaluate organizational conditions and to expand his understanding of human behavior in organizations.

BPA 623. Seminar in Personnel Management.

Special topics in the area of personnel management are examined in depth, including recruitment, selection, training, evaluation, wage and salary administration and related personnel functions.

BPA 624. Seminar in Labor-Management Relations

Special topics in the area of labor-management relations are examined in depth, including labor history, labor legislation, collective bargaining, impasse resolution techniques, comparative industrial relations systems, and labor markets.

BPA 630. Statistical Analysis for Managerial Decisions

A systematic treatment of Bayesian and classical approaches to the analysis of managerial decision problems. Topics include probability, probability distributions for discrete and continuous data and their application to Bayes' Theorem, Central Limit Theorem, variance analysis, and multiple regression and partial correlation methods.

BPA 631. Management Science Methods

Development of analytical techniques and models of management science with applications to business problems and management decision-making. Topics include linear programming, dynamic programming, network analysis, and deterministic and probabilistic management science models.

BPA 633. Theories of Decision Making

Examination of various theories of the decision process within an administrative organization, including game theory, coalition theory, decision theory, the synoptic incremental and quantitative approaches to decision.

BPA 640. Seminar in Marketing Management

Development of marketing strategy for the organization and design of integrated product-service, promotion, and distribution programs utilizing systems analysis. Intensive analysis of management's marketing problems including market analyses, pricing, channels of distribution, promotion, competition, product strategies, and marketing research.

BPA 642. Seminar in Consumer Behavior

Intensive analysis of behavioral science concepts, theories, and current empirical research in buyer behavior. Research orientation requires developing an understanding of statistical tests and research designs currently employed in buyer behavior. Equal emphasis on developing creative marketing strategy and programs on the basis of such research.

Intds. 661. Managerial Economics

A study of the tools of economic analysis oriented toward analysis of managerial behavior and the managerial decision-making process as related to demand analysis, cost and pricing problems, market organization, forecasting, capital budgeting, and location analysis.

BPA 676. Public Policies Toward Business

Analysis of laws, judicial decisions and governmental regulations affecting business operations and management decisions. The course seeks to examine the nature of the broad social, political, and legal influences exerted upon enterprise management in the American economy.

BPA 677. Selected Topics in Administration (1-5)

In-depth study of a selected topic or topics not covered in regular courses. May be offered in response to student demand or instructor interest. Normally will involve extensive research and individual student projects. Prerequisite: Announced for each topic.

BPA 680. Financial Policy

Formulation of financial policies for obtaining and using financial resources. Emphasis will be placed on the theoretical and practical problems in planning and controlling a company's financial structure, capital investments, working capital, long-term financing, and mergers and reorganizations. Case method.

BPA 685. Seminar in Capital Markets

Examination of the flow of funds through financial institutions in selected capital markets, including the markets for bonds, mortgages, and corporate stocks. Also covered are the theoretical and empirical effects of governmental monetary policy.

BPA 686. Seminar in Financial Management

Discussion and analysis of cases and readings concerned with contemporary problems in financial decisions. Emphasis will be placed on the discrepancies between theory and practice. Attention will also be directed to evolving financial concepts and theories.

BPA 690. Policy Determination and Administration

A capstone course which focuses attention upon policy determination in the areas of finance, marketing, production and personnel administration, and which seeks to integrate policy decisions from a top management perspective. Required of every student is a research paper which treats policy formulation in a specific area of business operations. Prerequisite: Advancement to candidacy.

BPA 698. Research in Administration

Broad research skills are developed with exploration of research methods and methodology and design of overall strategies of research. In addition, attention is devoted to methods of appraising research quality. Interdisciplinary contributions applicable to business research are studied with emphasis on currently emerging philosophies of scientific method.

BPA 699. Individual Graduate Study (1-5)

Investigation of an approved project leading to a written report. Project selected in conference with professor in area of major interest; regular meetings to be arranged with professor. Prerequisite: Advancement to candidacy.

SCHOOL OF EDUCATION

The College provides opportunities for pre-professional and graduate preparation in education through the School of Education. Programs are offered of sufficient scope to prepare students for completing State of California elementary and secondary teaching credentials and fifth-year and graduate options.

Since students planning to enter the teaching profession combine academic with professional studies, work in the School of Education is designed to complement the instruction provided by other components of the College.

The School of Education also has administrative responsibility for courses in physical education.

ADVISING

In consonance with College policy, all students taking courses in pre-baccalaureate professional education are assigned to academic advisors for counsel regarding general education, majors and minors, and non-Education electives. Students seeking to qualify for credentials or planning to enroll in professional education courses should seek supplemental information from advisors in the office of the School of Education. Leaflets outlining recommended sequences of courses leading to the several credentials may be obtained in the office of the School.

TEACHING CREDENTIAL PROGRAMS

Requirements for teaching credentials in California are in a period of transition from programs for Standard credentials issued under the Fisher Act to new ones to be issued under the Teacher Preparation and Licensing Law of 1970 (The Ryan Act). The School of Education plans to offer credential programs under the new regulations commencing with the fall quarter of 1973. Leaflets describing the new programs may be obtained in the office of the School of Education.

Excerpts from

The Teacher Preparation and Licensing Law of 1970 (The Ryan Act)

Article 4. Credential Types, Authorizations, and Requirements

13125. The commission shall issue only the following two types of credentials . . .

(a) A teaching credential.

(b) A services credential.

13125.1. The period for which a credential . . . is valid shall be as follows

(a) For an internship credential: two years.

(b) For a preliminary credential, pending completion of the fifth year of study: seven years . . .

13127.1. No life credential shall be issued until all requirements for the credential have been met and the candidate has taught for two years in California public schools.

13128. Authorization for teaching credentials shall be . . .

(a) "Single subject instruction" means the practice of assignment of teachers and students to specified subject matter courses, as is commonly practiced in California high schools and most California junior high schools.

(b) "Multiple subject instruction" means the practice of assignment of teachers and students for multiple subject matter instruction, as is commonly practiced in California elementary schools and as is commonly practiced in early childhood education.

(c) "Specialist instruction" means any specialty requiring advanced preparation or special competence including but not limited to, reading specialist, mathematics specialist, specialist in special education, or early childhood education . . .

13129. A teacher who is authorized for single subject instruction may be assigned with his consent, to teach any subject in his authorized fields at any grade level; preschool; kindergarten and grades 1 to 12, inclusive . . . and similarly, a teacher authorized for multiple subject instruction may be assigned, with his consent, to teach in any self-contained classroom; preschool; kindergarten and grades 1 to 12, inclusive; . . .

13130. The minimum requirements for the teaching credential . . . are:

(a) A baccalaureate degree or higher degree, except in professional education, from an approved institution.

(b) A fifth year of study to be completed within seven years of the first employment of the certified employee.

(c) An approved program of professional preparation.

(d) Passage of a subject matter examination or its waiver . . .

(e) Demonstration of a knowledge of the various methods of teaching reading, to a level deemed adequate by the commission, by successful completion of a program of study approved by the commission or passage of a commission-approved reading examination.

13132.5. The minimum requirements for the teaching credential also include the satisfactory completion of a unit requirement in health education, including, but not limited to, emphasis on the physiological and sociological effects of abuse of alcohol, narcotics, and drugs and the use of tobacco.

Article 5. Subject Matter Examinations

13145. The adequacy of subject matter preparation and the basis for assignment of certified personnel shall be determined by the successful passage of a subject matter examination as certified by the commission, except as specifically waived as set forth in Article 6 (commencing with Section 13157) of this chapter.

13147. Subject matter examinations authorizing "single subject instruction" shall be required for all subjects taught in California public schools . . .

A general subject matter examination authorizing teaching "multiple subjects" shall include an examination of the candidate's knowledge of the following areas: English, social science, fine arts, general science, and mathematics.

Article 6. Subject Matter Examination Waivers

13157. The commission shall waive the subject matter examination requirement for graduates of accredited public and private institutions of higher education who hold specified subject matter degrees.

Eligibility for an examination waiver can only be achieved when the subject matter of the degree is the same as one of the subject matter examination categories specified by the commission, and the degree has been conferred by an approved institution of higher learning.

13157.3. The subject matter examination authorizing multiple subject classroom instruction may be waived for holders of approved "diversified" or "liberal arts" degrees, or their equivalent, conferred by accredited institutions of higher education approved by the commission.

13157.4. A "diversified" or "liberal arts" degree is any degree, or program included within a degree, conferred by an institution approved by the commission. It shall consist of 84 semester hours, or equivalent quarter units (126), equally distributed among the following four areas: (27-36 qtr. units each)

1. English, including grammar, literature, composition, and speech.
2. Mathematics and the physical sciences or life sciences.
3. Social Sciences, other than education and education methodology.
4. Humanities and the fine arts, including foreign languages.

Article 7. Professional Preparation

13160. Professional preparation, including student teaching, shall be made available in the upper division course offerings at all California public institutions of higher learning.

THE MULTIPLE SUBJECTS TEACHER PREPARATION PROGRAM
(Ryan Act regulations)

The multiple subjects teacher preparation program is designed to prepare elementary teachers (and junior high and secondary teachers who will teach multiple subjects). The total program consists of forty-five quarter units taken over a five year period. The candidate will qualify to begin teaching with a preliminary credential upon completion of thirty-six units of professional education studies and a baccalaureate degree program.

Nine additional quarter units in education courses are required as part of the requirements for the full credential. These may be taken after teaching has commenced.

PROFESSIONAL PREPARATION TO INCLUDE:

1. *Education Course Requirements*—The professional education program includes a total of thirteen quarter units of related courses or seminars. The student will take six quarter units in Phase I in professional education modules designed to provide the entry skills necessary for student teaching. Seven additional units will be taken concurrently with student teaching in Phase II (three quarter units) and in Phase III (four quarter units). Organization of content will reflect the goals of the program and the curriculum of the elementary schools. Seminars and supervision will be the responsibility of a team of instructors. This will provide continuity between levels of training and consistent contact with students for the duration of the program.
2. *Reading Course*—Students will take a reading course for a total of five quarter units. Three quarter units will be taken prior to student teaching. The remaining two quarter units will be corequisite to student teaching in Phase II and III.
3. *Early Field Experience*—Teacher candidates will have an opportunity to work in elementary classrooms beginning with an Early Field Experience, one quarter unit, in the freshman or sophomore year. (Not required if a student has had comparable experience.)
4. *Student Teaching*—Student teaching provides actual classroom teaching experience under the guidance of a cooperating teacher and college supervisor. Student teaching will take place during two college quarters. During the first quarter students will be in the classroom for three hours per day. (Phase II, seven quarter units). This will increase to a full day experience in the second quarter. (Phase III, eleven quarter units)
5. *Health Education*—Satisfactory completion of a unit requirement in health education, including, but not limited to, emphasis on the physiological and sociological effects of abuse of alcohol, narcotics, and drugs and the use of tobacco.

THE SINGLE SUBJECT CREDENTIAL TEACHER PREPARATION PROGRAM
(Ryan Act regulations)

In the single subject teacher preparation program a total of five years of study is required. Included in the five years is a total of forty-five quarter units in professional studies. The teacher may qualify to begin teaching service at the completion of his or her baccalaureate degree program and completion of thirty-six quarter units of the professional studies. The nine additional quarter units of the professional sequence and the fifth year may be completed after teaching service has begun. This program is designed to prepare teachers for the secondary schools and those who will teach single subjects in junior high schools (or elementary schools).

PROFESSIONAL PREPARATION TO INCLUDE:

(thirty-six quarter units preliminary to beginning teaching service)

1. *Student Teaching*—eighteen quarter units throughout three quarters, two or three hours daily.
2. *Related Courses*—thirteen quarter units throughout three quarters concurrent with student teaching.
3. *Reading Course*—five quarter units in the teaching of reading in the secondary school.
4. *Health Education*—Satisfactory completion of a unit requirement in health education,

including, but not limited to, emphasis on the physiological and sociological effects of abuse of alcohol, narcotics, and drugs and the use of tobacco.

TEACHING CREDENTIAL PROGRAMS (Fisher Act regulations)

In June, 1972, California State College, Bakersfield was accredited by the State Department of Education to offer approved credential programs in (1) The Standard Teaching Credential with a Specialization in Elementary Teaching, including Internship and (2) The Standard Teaching Credential with a Specialization in Secondary Teaching, including Internship. These programs will be gradually phased out in anticipation of the beginning of the Ryan programs in September, 1973. Students enrolling in Fisher programs should plan to complete credential requirements not later than September 14, 1974.

The Elementary Teaching Credential Program (Fisher Act compatible)

The requirements for The Standard Teaching Credential with a Specialization in Elementary Teaching at CSB are:

1. A bachelor's degree from an approved institution.
2. An approved program of general studies, compatible with the State of California Credential requirements, which will satisfy the College General Education requirements, selected from humanities, social sciences, natural sciences, mathematics, fine arts, and foreign languages.
3. An approved major from the following list, compatible with the State of California Credential requirements, which will satisfy the College requirements.
 - a. *Single Subject Majors:*
biological sciences, business administration, chemistry, earth sciences, economics, English, history, mathematics, nursing, philosophy, physics, political science, psychology, sociology, Spanish
 - b. *Interdepartmental Major:*
fine arts
 - c. *Single Subject Minors:*
anthropology, art, biological sciences, business administration, chemistry, earth sciences, economics, English, French, geography, German, history, mathematics, music, philosophy, physics, political science, psychology, religious studies, sociology, Spanish
 - d. *Interdepartmental Minors:*
Afro-American studies, Asian studies, Latin-American studies, Mexican-American studies
4. Professional preparation to include:
 - a. Education 410—Social Foundations of Education
 - b. Education 310—Psychological Foundations of Education
 - c. Education 320—321—Curriculum and Instruction in the Elementary School I-II
 - d. Education 420—Methods of Reading Instruction in the Elementary School
 - e. Education 440—Student Teaching in the Elementary School

NOTE: *The Elementary Credential may be issued on the basis of partial fulfillment of requirements to an applicant who has a bachelor's or higher degree from an approved institution and who has completed student teaching in the elementary school.*

5. A fifth year of college post-baccalaureate work taken at the upper division or graduate level to complete a balanced program of academic and professional preparation. A master's degree is not required, but the student is encouraged to qualify for it.
6. Health Education Requirement
Satisfactory completion of a unit requirement in health education, including, but not limited to, emphasis on the physiological and sociological effects of abuse of alcohol, narcotics, and drugs and the use of tobacco.

The program for "Specialist in Early Childhood Education" will be developed under provisions of the Commission on Teacher Preparation and Licensing (Ryan) when those regulations are established.

Students should obtain a leaflet which gives details of the program from the Office of the School of Education.

Those students interested in a Master of Arts Degree in Education with a concentration in Early Childhood Education should seek advice from the Chairman of the Graduate Studies Committee of the School of Education.

The Secondary Teaching Credential Program (Fisher Act compatible)

The requirements for The Standard Teaching Credential with a Specialization in Secondary Teaching at CSB are:

1. A bachelor's degree from an approved institution.
2. An approved program of general studies, compatible with the State of California Credential requirements, which will satisfy the College General Education requirements, selected from humanities, social sciences, natural sciences, mathematics, fine arts, and foreign languages.
3. An approved major from the following list, compatible with the State of California Credential requirements, which will satisfy the College requirements.
 - a. *Single Subject Majors:*
biological sciences, business administration, chemistry, earth sciences, economics, English, history, mathematics, nursing, philosophy, physics, political science, psychology, sociology, Spanish
 - b. *Interdepartmental Major:*
fine arts
 - c. *Single Subject Minors:*
anthropology, art, biological sciences, business administration, chemistry, earth sciences, economics, English, French, geography, German, history, mathematics, music, philosophy, political science, physics, psychology, religious studies, sociology, Spanish
 - d. *Interdepartmental Minors:*
Afro-American studies, Asian studies, Latin-American studies, Mexican-American studies
4. Professional preparation to include:
 - a. Education 410—Social Foundations of Education
 - b. Education 310—Psychological Foundations of Education
 - c. Education 325—Curriculum and Instruction in the Secondary School
 - d. Education 425—Special Methods of Teaching the Major or Minor in the Secondary School
 - e. Education 445—Student Teaching in the Secondary School
5. A fifth year of college post-baccalaureate work taken at the upper division or graduate level to complete a balanced program of academic and professional preparation. A master's degree is not required, but the student is encouraged to qualify for it.
6. Health Education Requirement
Satisfactory completion of a unit requirement in health education, including, but not limited to, emphasis on the physiological and sociological effects of abuse of alcohol, narcotics, and drugs and the use of tobacco.

STUDENT TEACHING (Fisher regulations)

Some form of student teaching is required by law of all students seeking teaching credentials or specialist certificates. Since student teaching is based upon close and contractual liaison with public school settings and personnel, permission and placement to do student teaching are not automatic upon completion of course work. Each candidate for student teaching must be screened by a professional selection committee and formally notified of admission to the student teaching program. Applicants for admission must have completed fifteen quarter units of work at California State College, Bakersfield prior to enrolling for

student teaching. Application forms for admission to student teaching must be picked up at the office of the School of Education, completed, and returned to the office of the School at least one quarter prior to anticipated enrollment. It may be necessary to limit enrollment during some quarters.

Criteria for Admission to Student Teaching

Admission to student teaching will be based upon the following:

1. Filing of a completed application for student teaching.
2. Completion of no fewer than fifteen quarter units of work at California State College, Bakersfield prior to registration for student teaching.
3. Presentation of an acceptable profile of special admission competencies including the following as defined in California Administrative Code, Title 5, Sec. 41101, (a)-(g):
 - a. *Academic Aptitude.* Any candidate who falls below the twenty-fifth percentile on national college norms of a generally recognized college aptitude test must demonstrate compensating strength in other qualities.
 - b. *Scholarship.* Each college shall evaluate the scholarship of the student by means of grade points and/or comprehensive examinations in order to determine his scholastic fitness for the teacher education program.
 - c. *Professional Aptitude.* The candidate shall demonstrate suitable aptitude and fitness for teaching and for adjustment to public school conditions. This requirement must be evaluated by committee action and may be based upon tests, interviews, and personal studies.
 - d. *Physical Fitness.* The candidate shall meet the standards of physical fitness required by the State Board of Education for a credential.
 - e. *Fundamental Skills.* The candidate shall demonstrate proficiency in the fundamental skills, as determined by observation, written tests, and individual examinations. Fundamental skills may include oral and written language and mathematics.
 - f. *Personality and Character.* The candidate shall demonstrate personality and character traits in keeping with the standards of the teaching profession. Evaluations, based upon tests, observations, and interviews, shall be determined by committee action.
 - g. *Many-sided Interest.* The candidate shall demonstrate diverse and well-balanced interests. He shall be able to understand and interpret his major interest and field of study in suitable relationship to all others.
4. Presentation of evidence of satisfactory progress in an area of academic concentration and in professional education courses.
5. Demonstration of readiness to accept the responsibilities of student teaching.

THE MINI-CORPS

The California Migrant Teacher Assistant Program (Mini-Corps) is a special program to prepare teachers for bilingual instruction. Through the Mini-Corps, qualified undergraduates working toward teaching credentials can obtain early classroom experience while serving as assistants to teachers of migrant, Spanish-speaking children. Upon graduation, former Mini-Corpsmen are encouraged to participate in the Mini-SCIP internship program. The Mini-SCIP program extends the professional preparation of the interns and culminates in the awarding of a full credential upon successful completion of all requirements.

Additional information may be obtained from CSB Mini-Corps Director or from the School of Education.

GRADUATE PROGRAMS IN EDUCATION

The School of Education of CSB at present offers programs of studies leading to the Master of Arts degree in Education in the following areas of concentration: Early Childhood Education; Curriculum and Instruction, Elementary; Curriculum and Instruction, Secondary; and in Counseling and Personnel Services. Additional concentrations will be added as approved and funded by the Office of the Chancellor.

APPLICATIONS AND INQUIRIES

All applications for POST-BACCALAUREATE, CONDITIONALLY CLASSIFIED, and CLASSIFIED status in a graduate degree program in the School of Education are to be obtained and submitted for approval in the Office of the School. Deadlines for submission and/or application will be specified and announced by the Graduate Studies Committee of the School. Necessary forms and directions will be available upon request. All applicants for graduate standing and degrees shall be notified in writing of official actions taken regarding individual status or degree.

Inquiries regarding graduate degrees in Education may be addressed to either the Dean of Graduate Studies of CSB, the Chairman of the Graduate Studies Committee of the School of Education, or the Dean of the School of Education.

ADMISSION TO GRADUATE CURRICULA

All persons who desire to pursue an authorized graduate curriculum in the School of Education must first apply to the Office of Admissions and Records of the College for general admission and classification. Admission to graduate status in the School of Education is of three types: POST-BACCALAUREATE, CONDITIONALLY CLASSIFIED and CLASSIFIED. A student may qualify for whichever status is appropriate.

POST-BACCALAUREATE standing in the School of Education is open to baccalaureate graduates of any regionally-accredited institution subsequent to admission to post-baccalaureate status who express an interest in an authorized graduate degree curriculum in the School of Education. They will be directed to the Chairman of the Graduate Studies Committee of the School for further consideration.

CONDITIONALLY CLASSIFIED graduate standing in the School of Education is permitted in accord with each of the following criteria and standards of the Graduate Studies Committee of the School.

1. The candidate shall have met all of the criteria for post-baccalaureate standing with the College.
2. He shall have been officially assigned to a graduate program advisor within the School.
3. He shall have qualified for admission according to a sliding scale equivalency between the undergraduate GPA in the last 90 quarter units and a test score, or by means of avenues for exceptions.
4. He shall have scored satisfactorily on the aptitude section of the Graduate Record Examination (GRE).

Admission to CLASSIFIED graduate standing in the School of Education will be permitted in accord with each of the criteria specified for CONDITIONALLY CLASSIFIED standing in addition to each of the following:

1. He shall submit evidence of approval of a degree-oriented program of graduate studies acceptable to the Graduate Studies Committee of the School of Education.
2. He shall have completed no fewer than fifteen (15) quarter units of graduate level course work compatible with a degree program and acceptable to the School of Education while in residence at CSB.

OBJECTIVES OF THE DEGREE

The broad objective of the Master of Arts degree in Education is to make available in the CSB service area a pattern of graduate studies for upgrading the knowledges and skills of teachers and other school personnel in specialized professional studies.

Specific objectives include: 1) provision of a coherent program of professional studies for credentialed teachers at the Master's degree level which will promote evidence of master teacher status and fulfill requirements for the fifth or additional years of the elementary and secondary or special credentials, 2) knowledge of educational research in specialized areas, and research techniques in professional education, 3) broad awareness of the role of the public schools in society, 4) understanding of the processes of curriculum change and improvement of instruction, and 5) further development of abilities in the commitment to leadership in education and professional services.

BASIC ASSUMPTIONS

1. The Master of Arts degree in Education should be the result of a carefully integrated program of academic studies.
2. The Master of Arts degree in Education should be founded upon a common core of courses or experiences and diversified by study in areas of concentration and supporting academic disciplines.
3. The Master of Arts degree in Education should be terminated by the successful completion of a comprehensive examination, project, thesis or some combination thereof.
4. The Master of Arts degree in Education should be oriented toward improvement of teaching and utilization of research.
5. Requirements of the Master of Arts degree in Education should be designed with reference to teacher or specialist certification provisions but should not be limited by them.

ADVISEMENT AND PLANNING OF A DEGREE PROGRAM

All graduate programs leading to the MA degree in Education shall be planned in consultation with an assigned graduate program advisor in the School of Education and submitted for approval in official format to the Graduate Studies Committee of the School. No guarantee can be given that units of graduate credit earned in the School of Education or other schools of the College without approval by an official program advisor in the School of Education will be allowed toward a program of studies leading to a graduate degree. Such "unapproved" courses are taken at his own risk by the student.

Graduate program advisors will be appointed by the Chairman of the Graduate Studies Committee within the School of Education in consultation with the Dean of the School.

DEGREE PROGRAMS, BASIC PATTERN

The basic pattern of all master's degree programs in the School of Education shall consist of (1) 15 units of core studies, (2) 15 units in professional concentration options, (3) 10 units of academic supporting studies, and (4) a 5-unit terminal project, thesis, or comprehensive examination. All programs shall be based upon an irreducible minimum of forty-five (45) quarter units of graduate credit acceptable to both the School of Education and the College. Degree programs shall be planned cooperatively by the student and his advisor within the School of Education, subject to approval by both the Chairman of the Graduate Studies Committee of the School and the Dean of Graduate Studies.

CREDITS ACCEPTABLE TOWARD DEGREES

Units of credit acceptable toward the degree of MA in Education are governed by the following regulations:

1. The MA in Education requires a minimum of 45 quarter units of graduate credit acceptable to both the School of Education and the Dean of Graduate Studies of CSB.
2. All course work acceptable toward the MA in Education must have been completed within seven years of the date when all the requirements for the degree are completed, except that the School of Education, at its option, may extend the time for students who pass a comprehensive examination in the relevant course or subject field.
3. Not fewer than 36 quarter units shall be completed in residence at CSB.
4. Not fewer than 22.5 quarter units shall be in courses organized primarily for graduate students.
5. Not more than 9 quarter units shall be in extension, by transfer, or a combination thereof.
6. Not more than 5 quarter units shall be allowed for a thesis, project, or preparation for a comprehensive examination, or combination thereof.
7. All units of credit allowed toward requirements of the MA in Education shall appear on an official transcript of the College and have been passed with a grade-point average of 3.00 (grade of B on a five-point scale) or better, except that a course in which no letter grade is assigned shall not be used in computing the grade-point average.
8. Units of credit allowed shall be distributed in accordance with the approved, basic pattern of the degree.

9. No units of credit shall be allowed toward the degree which have not been officially approved by a graduate program advisor in the School of Education.

COMPATIBILITY OF THE MA DEGREE WITH CREDENTIAL OBJECTIVES

Requirements for the MA degree in Education shall be as compatible as reasonable with recognized and approved credentials objectives, provided that all of the regulations stated under the section on "Credits Acceptable Toward Degrees" have been met in full. Credential objectives shall not be given preeminence over requirements of the degree.

ADVANCEMENT TO CANDIDACY

A graduate student in CLASSIFIED status seeking the Master of Arts degree in Education will be ADVANCED to CANDIDACY only upon satisfactory completion and verification of the following:

1. Completion of no fewer than thirty (30) quarter units of graduate credit beyond the baccalaureate degree and approved as part of a master's degree program.
2. Completion, approval, and filing of a plan for a terminal project, thesis, or examination directed by a committee of no fewer than three professors.
3. Possession of an official teaching credential.
4. Certification by the Graduate Studies Committee of the School of Education or the Dean of Graduate Studies of the College that the candidate has met all provisions of the degree.

AWARD OF DEGREE

The Master of Arts degree in Education will be conferred upon only those students who complete an authorized graduate degree curriculum established by the School of Education to meet the standards required by the Graduate Studies Committee of the School and the Dean of Graduate Studies of the College.

EDUCATION COURSES

All courses in Education not otherwise designated carry five quarter units of credit.

Lower Division

Education 240. Early Field Experience in the Elementary School (1)

Supervised observation and participation in an elementary school classroom. Designed to provide the prospective elementary teacher with a frame of reference for further work and study in the profession. Offered on credit, no-credit basis only.

Education 241. Early Field Experience in the Secondary School (1)

Supervised observation and participation in a secondary school classroom. Designed to provide the prospective secondary teacher with a frame of reference for further work and study in the profession. Offered on credit, no-credit basis only.

Upper Division

Education 310. Psychological Foundations of Education

Psychological foundations of the teaching-learning processes; learning theories and their relationships to public school practices; child growth and development; evaluation. Should be taken as early as possible in the professional sequence. Prerequisite to all curriculum and methods courses.

Education 320. Curriculum and Instruction in the Elementary School I (Language Arts and Social Studies)

A comprehensive course in general elementary school curriculum and methods of instruction, including instructional procedures, media, and materials used in teaching in elementary schools; classroom organization and management; evaluation. Emphases on language arts and social studies. Prerequisite or corequisite: Education 310 and admission to the elementary teaching credential program.

Education 321. Curriculum and Instruction in the Elementary School II (Science and Mathematics)

A comprehensive course in general elementary school curriculum and methods of instruction, including instructional procedures, media, and materials used in teaching in elementary schools; classroom organization and management; evaluation. Emphases on science and mathematics. May be taken before Education 320. Prerequisite or corequisite: Education 310 and admission to the elementary teaching credential program.

Education 325. Curriculum and Instruction in the Secondary School

A comprehensive course in general secondary school curriculum and methods of instruction; instructional procedures, methods, media, and materials used in teaching in secondary schools; classroom organization and management; evaluation. Prerequisite or corequisite: Education 310 and admission to the secondary teaching credential program.

Education 399. Student Leadership and College Governance (3)

Includes current readings in higher education, guest speakers, parliamentary procedures and group work. Offered on credit, no credit basis.

Education 410. Social Foundations of Education

Historical, philosophical, and sociological foundations of public education in the United States; democratic values and the development of tax-supported schools, relationships of the school in the community.

Education 420. Methods of Reading Instruction in the Elementary School *

Methods of reading instruction in the elementary school, including the phonics method; instructional procedures, media, and materials. Prerequisite or corequisite: Education 310.

Education 421. Audio-Visual Education

Resource materials and techniques related to instructional theory and practice. Laboratory experience includes preparation of instructional media and equipment operation. Offered only on credit, no-credit basis.

Education 421.1. Audio-Visual Competency Laboratory (1)

An orientation to selected educational media and allied equipment. Classes designed to fulfill requirement for audio-visual competency prior to student or intern teaching. Lecture, demonstration, and laboratory. Offered only on credit, no credit basis.

Education 422. Teaching the Bicultural Child *

An examination of the research and other published materials related to social change, cross-cultural education, and the goals of education.

Education 425. Special Methods of Teaching the Major in the Secondary School

Methods of teaching specific subjects in the secondary school; instructional procedures, media, and materials; includes field work and conferences. Prerequisites: Education 310, 325, and admission to the secondary teaching credential program.

Education 430. Education of the Socially Disadvantaged *

A sociological-psychological survey of the disadvantaged and their relations with the schools. Analysis of inherent problems: motivation, communication, English as a second language.

Education 431. Elementary School Curriculum

A general course in elementary school curriculum. Major issues; modern designs for the elementary curriculum. The selection, sequential arrangement, and organization of the content of the important curricular areas; time allotments and the program; relation to instructional equipment; and problems of evaluation and appraisals. Prerequisite: Education 310 and two basic elementary school methods courses.

* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

Education 440. Student Teaching in the Elementary School (15)

Supervised teaching in an elementary school daily for one quarter. Includes field work and conferences in methods of teaching. The student must be free of college campus obligations during the public school day. Includes weekly seminar. Prerequisites: Education 310, 320, 321, 420, and admission to student teaching. Applications for student teaching must be filed in the office of the School of Education a full quarter in advance of anticipated enrollment in the course. (Students may register for five (5), ten (10), or fifteen (15) units in any quarter. Total student teaching must be cumulative to a minimum of 15 quarter units.) Offered only on credit, no credit basis.

Education 445. Student Teaching in the Secondary School (11)

Supervised teaching in the student's major or minor subject in a secondary school for one quarter. Participation in three classes, five days a week. Includes conferences with college supervisor and cooperating public school teacher and weekly seminar. Prerequisites: Education 310, 325, 425, and admission to student teaching. Applications for student teaching must be filed in the office of the School of Education a full quarter in advance of anticipated enrollment in the course. Offered only on a credit, no credit basis.

Education 499. Individual Study (1-5)

Admission with consent of Dean, School of Education.

Graduate Courses

Since all graduate courses may not be offered every academic quarter or year, graduate students seeking specific sequences of courses to fit established programs leading to credentials or degrees should consult with their advisors to ensure efficient timing and maximum utility of courses chosen from the listings below.

Education 500. Librarianship I: Organization of Library Materials (Fall Quarter)

(Further information available from the School of Education or Director of Libraries)

Education 501. Librarianship II: Reference Service and Bibliograph (Winter Quarter)

(Further information available from the School of Education or Director of Libraries)

Education 502. Librarianship III: Selection and Use of Library Materials (Spring Quarter)

(Further information available from the School of Education or Director of Libraries)

Education 504. Teaching Language Arts in Spanish (Elementary)

Methods of teaching Spanish as a second language and Spanish for Spanish speakers in the elementary school. Includes techniques for teaching each of the communication skills. Prerequisite: Spanish 101 or equivalent.

Education 505. Cross-Cultures and Education

Designed to provide a comprehensive understanding of the psychological, educational and social needs of culturally different children. Includes teaching strategies for work with minority children.

Education 510. Measurement and Evaluation

The functions of measurement and evaluation; concepts of test theory, construction, and interpretation, including evaluation of classroom learning and study of typical tests in aptitude, achievement, interest and personality areas. Prerequisite: Mathematics 102 or equivalent.

Education 511. Educational Psychology and Learning Theory

Advanced educational psychology. Recent significant contributions in research in educational psychology and learning theory. Prerequisite: Education 310 or equivalent.

Education 512. Growth and Development of Children and Adolescents

Advanced study in child and adolescent development. Contemporary research and evidence from field experiences with children and adolescents in a variety of environments; examination of patterns and causes of behaviors. Prerequisite: Education 310, Psychology 310 or equivalent.

Education 513. Introductory Seminar in Early Childhood Education (3)

An examination of the status of early childhood education in general; optional program patterns; basic theories, research, and practice of early childhood education.

Education 514. Growth and Cognitive Development in Early Childhood (3)

Theories and research in socialization, development and cognition in children. Applications to instructional organization and performance of children in learning environments. Prerequisite or corequisite: Education 513.

Education 516. Foundations of American Education

An intensive study and analysis of the interrelated cultural, philosophical, historical, and social factors which bear upon the continuing and contemporary issues in American education. The course will focus upon an integration of foundational themes and concerns that relate directly to contemporary educational problems. Prerequisite: Graduate standing or permission of the instructor.

Education 520. Modern Instructional Strategies (3)

An examination of various instructional models. Theory and research in the development, selection, implementation and evaluation of instructional models such as systems approaches, individualized instruction, games and simulations.

Education 521. Speech and Language Development and Disorders in Early Childhood Education (3)

Consideration of the organic and socio-psychological development of speech, language, and communication capacities and skills. Particular attention to defects and disorders. Prerequisite or corequisite: Education 513.

Education 522. Methods and Materials for Early Childhood Education (3)

Basic instructional modes and practices; curriculum content and development; materials and optional organizations for instruction. Prerequisite or corequisite: Education 513.

Education 523. Creative Experiences for Early Childhood Education (3)

Study with practicum in specific experiences of creative expression; examines several modes and related materials. Prerequisite or corequisite: Education 513.

Education 524. Techniques and Methods of Teaching English as a Second Language

A survey of the methods and approaches for the teaching of English as a second language in the elementary and secondary schools, with emphasis on methods and activities. Lectures, discussion, observations, and demonstrations are included.

Education 525. Methods and Program Development in Reading in Secondary Schools

A study of secondary reading programs, their problems and possibilities; methods and techniques for teaching developmental reading; diagnostic materials appropriate for the senior high school level; some attention to literature for teen-agers.

Education 526. Diagnosis and Correction of Reading Problems *

Consideration of the causes of reading disabilities; observation and interview procedures; diagnostic instruments; standardized and informal tests; some materials and methods of instruction. Prerequisite or corequisite: Education 420 or 525 or consent of instructor.

Education 527. Art Education in the Elementary School

Instructional methods, materials, content, and evaluation of the program in art in the elementary school. Prerequisite: Education 310 or permission of instructor.

Education 528. Music Education in the Elementary School

The place and function of music in the elementary school curriculum. Selection, discussion, and analysis of musical materials including state texts; planning activities that enable children to develop appreciation, skills, and understanding of the music content. Prerequisite: Education 310 or permission of instructor.

* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

Education 530. Curriculum Theory and Development (3)

Basic and traditional theories of curriculum, organizational patterns, and curriculum change; relies upon historical models.

Education 531. Curriculum Evaluation (3)

Problems and procedures in the evaluation of school programs. Prerequisite: Education 530 or consent of instructor.

Education 532. Concepts of Science Education (3)

Differentiation of the concepts of science education appropriate to learning and teaching science at the elementary and secondary levels.

Education 533. Curriculum Concepts for Elementary Science Education (3)

Special research studies and/or independent studies in science curricula of the elementary school.

Education 534. Curriculum Concepts for Secondary Science Education (3)

Special research studies and/or independent studies in science curricula of the secondary school.

Education 535. Special Problems in Science Education (3)

Special research problems in science education including pilot studies, curriculum, methodologies, and the nature of science. (Laboratory based)

Education 536. Special Problems in Mathematics Education (3)

Instruction in mathematical concepts related to specific problems in mathematics and education; development of curricular units related to the problem under investigation.

Education 537. The Nature of Science and Implications for Science Teaching

Designed to illustrate the relationship between the nature of science and science teaching. A specific amount of time will be devoted to developing understanding of the differences between scientific inquiry and inquiry as a strategy of teaching. An additional primary purpose of the course is to bring the science teacher to understand the peculiar, and perhaps unique, structures within which facts and ideas of science fit. Emphasis will be placed upon how this information affects methodology, curriculum, and the structure of specific courses in science. Prerequisite: preparation in science/mathematics or consent of instructor.

Education 544. Practicum in Early Childhood Education

Laboratory and field experiences with children in different environments; studies of behavior via modes of observation and research projects; methods and materials. Prerequisite or corequisite: Education 513 and 522 or consent of instructor.

Education 545. Supervision and Evaluation of Instruction (3)

Seminar on the research, processes and techniques of educational supervision. Considers basic methods and materials of supervision and evaluation of instruction in the schools.

Education 546. Practicum in Diagnosis and Correction of Reading Problems *

Laboratory and field work with students with reading problems; case study and reporting; interviewing; applied methods and materials. Prerequisite or corequisite: Education 526 or consent of instructor.

Education 560. Introduction to Counseling and Personnel Services

Development and scope of counseling and pupil personnel services, including historical perspectives, basic philosophies and objectives, ethics, accountability, human relations, professional and personal relationships.

* Course approved for scholarship grants under the Miller-Unruh Basic Reading Act.

Education 561. Organization and Administration of Pupil Personnel Services

Structure of pupil personnel services in education, including relationships, evaluation, staffing, roles, responsibilities, laws, and budget.

Education 562. Counseling the Young Child

The counselor and his role in dealing with young people, including early childhood through elementary age; developmental tasks, learning problems, working with teachers and parents; case studies, methods, and procedures.

Education 563. Introduction to College Student Personnel Work

The study of the influence of student services upon institutions of higher education, including an analysis of each major area and its unique contribution to the development of students.

Education 569. Psychological Measurement

Measurement theory as applied to the selection and use of tests in counseling; use of psychometric data, evaluation of tests, problems of test administration and scoring, and issues in testing.

Education 571. Organization and Administration of Public School Districts (3)

Study of the organization and administration of public school systems on the national, state, and local levels in the United States; typical patterns, problems and strategies of solution for problems.

Education 572. Legal Aspects of Education (3)

The laws of public education, examined from the point of view of implications for the profession; considers legal responsibilities and duties, powers and liabilities of teachers and administrators.

Education 573. Financing Public School Districts (3)

A systematic examination of such basic concerns as sources of public school revenues, patterns and problems of distribution, budgeting, PPBS programs, effects of technology and management and accounting. Prerequisite or corequisite: Education 571 or consent of instructor.

Education 580. Research in Elementary Science Education (3)

Examination of researches on processes in elementary science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: consent of instructor.

Education 581. Research in Secondary Science Education (3)

Examination of researches on processes in junior and senior high school science education, experimental learning, special problems and topics, methods, and evaluation. Prerequisite: consent of instructor.

Education 582. Research Seminar in Early Childhood Education (3)

A topical consideration of researches in early childhood education related to program patterns, curricula, growth and development, methods, materials and evaluation of learning. Prerequisites: Education 513, 514, 522 or consent of instructor.

Education 590. Problems in Early Childhood Education (1-5)

Repeatable with different topics. In-depth study of various areas in early childhood education.

Education 591. Problems in Elementary Education (1-5)

Repeatable with different topics. In-depth study of various areas in elementary education.

Education 592. Problems in Secondary Education (1-5)

Repeatable with different topics. In-depth study of various areas of secondary education.

Education 593. Curriculum Problems and Practices (1-5)

Repeatable with different topics. In-depth study of curriculum problems in education.

Education 594. Workshops in In-service Education (1-5)

Repeatable with different topics. Special programs in in-service education.

Education 595. Recent Developments in Education (1-5)

Repeatable with different topics, significant developments in education; presentation of recent research and ideas.

Education 610. Philosophical Foundations of Education (3)

Examination of selected current philosophies of education, their histories and applications to contemporary educative processes. Prerequisite: Education 410.

Education 611. Sociological Foundations of Education (3)

Applications of insights derived from the social sciences to principles and practices of education. Prerequisite: Education 410.

Education 612. Historical Foundations of Education (3)

Detailed study of the history of education. Prerequisite: Education 410.

Education 615. Comparative Education (3)

Education patterns of various countries, their problems and trends as part of the cultural settings. Prerequisite: Education 410.

Education 616. The Community College (3)

Origins of the community college; philosophy and objectives; roles and functions; curriculum development and organization; and relationships to other segments of education.

Education 640. Elementary Intern Teaching Practicum

Supervised participation and laboratory experience in elementary teaching. Limited to graduate students admitted to the elementary intern teaching program. Offered only on a credit, no-credit basis.

Education 641. Intern Teaching in the Elementary School

Assisted and supervised intern teaching in an elementary school. Includes field work, conferences, and weekly seminar. Limited to graduate students admitted to the elementary intern teaching program. Offered only on a credit, no-credit basis.

Education 642. Secondary Intern Teaching Practicum

Supervised participation and laboratory experience in secondary teaching. Limited to graduate students admitted to the secondary intern teaching program. Offered only on a credit, no-credit basis.

Education 643. Intern Teaching in the Secondary School

Assisted and supervised intern teaching in a secondary school. Includes field work, conferences, and weekly seminar. Limited to graduate students admitted to the secondary intern teaching program. Offered only on a credit, no-credit basis.

Education 660. Vocational Counseling

The study of theories of vocational and educational development; psychological and sociological aspects of work; sources and use of occupational and educational information; concepts of counseling for career development. Prerequisite: Educ. 560.

Education 661. Group Counseling

Principles of group dynamics and the group process as applied to counseling; concern for interpersonal group relationships. Prerequisite: Educ. 560 or approval of instructor.

Education 662. Counseling Theories and Techniques

Basic concepts and techniques; theoretical foundations, including their application to the conduct of counseling; development of a personal counseling philosophy; ethics, viewpoints and evaluation of outcomes. Prerequisite: Educ. 560 or approval of instructor.

Education 663. Advanced Counseling Theories and Techniques

A continuation of Education 662. The study and analysis of various advanced theories and techniques, including research into the counseling process and evaluation of counseling effectiveness. Prerequisite: Educ. 662.

Education 666. Research Seminar in Counseling

The analysis of current theories and review of research in counseling. Prerequisite: Educ. 662.

Education 668. Practicum in Counseling

Supervised experience in counseling persons in a variety of settings. Emphasis upon establishing good inter-personal relationships, self-understanding, and understanding of psychodynamics, and measurement techniques as used in counseling. Prerequisite: Educ. 662 or approval of instructor.

Education 669. Advanced Practicum in Counseling

Supervised experience in counseling persons in a variety of settings. Emphasis upon dealing with special problem areas. Prerequisite: Educ. 668.

Education 680. Research Design and Analysis in Education

Consideration of alternate designs for descriptive and inferential studies in education; analytic methods applied to findings and conclusions. Prerequisites: Mathematics 140 (elementary statistics) and conditional graduate standing in Education.

Education 681. Directed Research Seminar in Education (3)

Review and comparative analysis of proposed designs for studies in education leading to thesis or project. Prerequisites or corequisites: Mathematics 140 and Education 680 or consent of instructor.

Education 682. Research in Early Childhood Education (3)

Review and comparative analysis of proposed designs for field studies in early childhood education leading to thesis or project. Prerequisite: Mathematics 140 (elementary statistics) and Education 680 or consent of instructor.

Education 683. Research in Elementary Curriculum and Instruction (3)

Review and analysis of specific, topical researches in elementary curriculum and instruction; critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 320 and 321 or equivalents.

Education 684. Research in Secondary Curriculum and Instruction (3)

Review and analysis of specific, topical researches in secondary curriculum and instruction. Critical examination of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 325 or equivalent.

Education 685. Research in Community College Curriculum and Instruction (3)

Review and analysis of specific, topical researches in community college curriculum and instruction; critical assessment of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 325 or equivalent.

Education 686. Research in Foundations of Education (3)

Review and analysis of specific, topical researches in psychological, sociological, historical, philosophical or comparative foundations of education; critical examinations of selected literatures. Prerequisites: admission to conditional graduate standing in Education and Education 410 or equivalent.

Education 687. Research in Physical Education (3)

Review and analysis of specific, topical researches in physical education; critical consideration of selected literatures. Prerequisites: admission to conditional graduate standing in the School of Education and Physical Education 452 or consent of instructor.

Education 688. Research in Special Education (3)

Review and analysis of specific, topical researches in special education; critical analysis of selected literatures. Prerequisite: admission to conditional graduate standing in the School of Education.

Education 689. Special Problems in Counseling

A review and analysis of specific topical areas in counseling, including a critical examination of research related to each area. May be repeated with different topics. Approval of instructor required.

Education 690. Masters Thesis in Education

A carefully designed review of the research literature and findings of a selected field of interest in education leading to a novel synthesis of original insights as contributions to graduate scholarship. Prerequisites: Classified graduate standing in the School of Education, approval of a thesis committee and the Graduate Studies Committee of the School.

Education 691. Masters Project in Education (3-5)

Design and implementation with a report of a field research, internship, or similar activity not primarily designed to fulfill basic requirements for student teaching or its equivalents. Prerequisites: Classified graduate standing in the School of Education, approval by a project committee and the Graduate Studies Committee of the School.

Education 692. Masters Examination in Education (3-5)

Study and examination in depth of a specific area of concentration in Education; form of the examination to be determined by an examination committee. Prerequisites: classified graduate standing in the School of Education, approval by an examination committee and the Graduate Studies Committee of the School.

Education 699. Individual Study in Graduate Education (1-5)

Admission with consent of Director, Graduate Studies, School of Education.

PHYSICAL EDUCATION

The purpose of the Bachelor of Arts degree in Physical Education is to develop and impart to the student, in an integrated, orderly and logical sequence, a fundamental understanding of the individual as he engages in physical activity. The body of knowledge covered by courses in the major, which require prerequisite courses in the traditional academic fields, is designed to provide the student with the tools to analyze physical performance and sport from a number of different viewpoints: biological, mechanical, historical, social, etc. While the general approach to study in these areas emphasizes the utilization of theoretical principles and scientific information, practical application is stressed.

A student who completes the major will be prepared for teaching and coaching positions in the public schools. Anyone interested in a public school position should consult with his advisor concerning teaching credential requirements.

REQUIREMENTS FOR THE MAJOR

Any student interested in majoring in Physical Education should obtain general information about the program early in his lower division career. After declaring a major in Physical Education, he should meet with his advisor to plan his course of study.

The following courses will be required:

Physical Education 150	Fundamental Activities (1 unit for each of 6 different activities)
Physical Education 200	Perspectives in Physical Education
Physical Education 300	Motor Learning
Physical Education 330	History of Physical Education
*Physical Education 350	Theory and Practice of Coaching Basketball
*Physical Education 351	Theory and Practice of Coaching Track
*Physical Education 352	Theory and Practice of Coaching Wrestling
Physical Education 360	Theory and Practice of Court Activities
Physical Education 361	Theory and Practice of Field Activities
Physical Education 401	Kinesiology
Physical Education 470	Administration of Physical Education and Athletic Programs
Physical Education 490	Senior Seminar in Physical Education

Three of the following seven courses:

Physical Education 340	Community Recreation
Physical Education 380	Psychological Bases of Physical Performance
Physical Education 403	Physical Education for the Physically Handicapped
Physical Education 404	Physiology of Exercise
Physical Education 405	Motor Development
Physical Education 410	Movement Education
Physical Education 420	Sociology of Sport

*Two courses from the 350 series

PHYSICAL EDUCATION COURSES

All courses in Physical Education not otherwise designated carry five quarter units of credit.

LOWER DIVISION

Physical Education 150. Fundamental Activities (1)

Instruction in a variety of sports activities. Two meetings per week. Offered only on a credit, no-credit basis.

Physical Education 200. Perspectives in Physical Education

An introduction and orientation to the field of physical education in terms of professional and career opportunities. A consideration of the major theories, ideas and issues (contemporary and historical) that have influenced the direction of the field. Lectures, discussions and observations.

Physical Education 250. Intercollegiate Sports (1)

Daily instruction in intercollegiate activities. May be repeated according to season. Field trips required. Five meetings per week. Offered only on a credit, no-credit basis.

Physical Education 252. Topics in Physical Education (1-5)

Variable subject matter dealing with selected facets of physical education. May be repeated for different course credit. Discussions and a terminal project.

UPPER DIVISION**Physical Education 300. Motor Learning**

A study of selected factors that influence the acquisition and retention of fine and gross motor skills with emphasis on the role of motor and sensory systems. Lectures and discussions. Prerequisite: Psychology 100 or permission of the instructor.

Physical Education 320. Current Health Problems (1)

A study of selected factors pertaining to current public health problems with emphasis on the physiological and sociological effects of abuse of alcohol, narcotics, and drugs and the use of tobacco.

Physical Education 330. History of Physical Education

Examination of the relationship between historical pattern and change and the status, relevancy and acceptance of sport, with emphasis on Western tradition. Lectures and discussion. Prerequisite: History 101 or consent of the instructor.

Physical Education 340. Community Recreation

An examination of the history and social determinants of the recreation movement in the United States. Lectures, discussions and observations. Prerequisite: Sociology 200 or History 101 or permission of the instructor.

Physical Education 350. Theory and Practice of Coaching Basketball (3)

Selected study of theory, philosophy, methods and techniques of basketball. Particular emphasis will be placed on practice and game preparation, offensive, defensive individual and team fundamentals, training and conditioning, motivational techniques, evaluative processes and administrative procedures. Lectures, discussions and laboratory.

Physical Education 351. Theory and Practice of Coaching Track (3)

Study of theory and techniques of coaching track. Emphasis will be placed on practice and meet preparation, event specialization, training and conditioning, motivation, program evaluation and administrative procedures. Lectures, discussions and laboratory.

Physical Education 352. Theory and Practice of Coaching Wrestling (3)

Study of theory and techniques of coaching wrestling. Emphasis will be placed on practice and match preparation, offensive and defensive techniques, strategies, training and conditioning, motivation, program administration and evaluation. Lectures, discussion and laboratory.

Physical Education 360. Theory and Teaching of Court Activities (3)

A study of methods, curricular materials and evaluative procedures as related to the teaching of selected court activities. Lectures, discussions and laboratory. Prerequisite: Physical Education 150 or permission of the instructor.

Physical Education 361. Theory and Teaching of Field Activities (3)

A study of methods, curricular materials and evaluative procedures as related to the teaching of selected field activities. Lectures, discussions and laboratory. Prerequisite: Physical Education 150 or permission of the instructor.

Physical Education 380. Psychological Basis of Physical Performance

Perception, motivation and emotion in reaction to physical activities. Personality types and activity selection; relationships and interactions between coaches and players. The psychology of competition. Lectures and discussions. Prerequisite: Psychology 316 or permission of the instructor.

Physical Education 401. Kinesiology

The study and application of physical structure and muscular movements in various physical education activities. Description and application of certain anatomical concepts and physical laws to joint and muscular action. Lectures, discussions and observations. Prerequisite: Biology 301 or human anatomy or permission of the instructor.

Physical Education 403. Physical Education for the Physically Handicapped

A study of physically handicapped children who require specialized physical education and rehabilitation. Lectures, discussions and observations. Prerequisite: Physical Education 401 or permission of the instructor.

Physical Education 404. Physiology of Exercise

A study of human physiological adaptation during exercise. Lectures, discussions. Prerequisite: Human physiology or permission of the instructor.

Physical Education 405. Motor Development

A study of the relationship between physical growth, motor development and motor performance of individuals from infancy through adolescence, with emphasis on age and sex differences. Lectures and discussions. Prerequisite: Physical Education 300 or Psychology 310 or permission of the instructor.

Physical Education 410. Movement Education

An analysis of current programs with emphasis on philosophy, objectives, nature of motor learning, movement analysis and characteristics of children. Also stressed are curricular development, instructional techniques, evaluative procedures and basic equipment. Lectures, discussions, observations and demonstration. Prerequisite: Physical Education 200 or permission of the instructor.

Physical Education 420. Sociology of Sport

A study of the relation of play, sport and physical activity to social process, function and structure, through the use of sociological concepts. Lectures and discussion. Prerequisite: Sociology 200 or permission of the instructor.

Physical Education 470. Administration of Physical Education and Athletic Programs (3)

Topics include curriculum, facilities, budget, personnel selection and problems, evaluation, scheduling, legal questions, intramurals, recreation and related items in secondary school programs. Prerequisite: Major or minor in Physical Education or permission of the instructor.

Physical Education 490. Senior Seminar in Physical Education (6)

A terminal integrating course dealing with the nature of the discipline with particular emphasis on the relationship between physical education and the student's minor field of study. Prerequisite: Senior major or consent of the instructor.

Physical Education 499. Individual Study (1-5)

Admission with consent of the Department Chairman and the Dean of the School of Education. Discussions and a terminal project.

SCHOOL OF HUMANITIES

Learning opportunities in the School of Humanities, California State College, Bakersfield, have been designed to encourage students to appreciate the relevance of humanistic study to life in the modern world.

The undergraduate curriculum pattern is based on a program of introductory and developmental courses on the lower division level for each of the disciplines in the School of Humanities and a series of upper division courses for each area of study.

Each introductory course is designed to show the applicability of its subject matter to the acquisition of a life form capable of coping both with the diversity and unpredictability of human endeavor, and also with the eternally similar needs and aspirations of man. Stress is accorded the role played by a particular discipline in the civilizing of mankind. Attention is given to the methodology of each area of humanistic study as a way of evaluating its integrity. The significance of the subject matter for the contemporary world is considered.

The developmental courses are designed to treat their subject matter from a substantive point of view, and also to show how understanding of the material in each course can contribute to an understanding of the problems of our age. They also provide background valuable for more advanced work in a particular area of major and minor concentration.

Upper division work in the various departments of the School, while it may be taken for elective credit by any eligible student, is designed primarily to meet the needs of majors and minors.

Courses used to satisfy General Education requirements may not be used for the major concentration.

Programs leading to the Master of Arts in English and the Master of Arts in History are offered also within the School of Humanities. Information pertaining to these degrees may be found in the sections of this catalog devoted to the Department of English and the Department of History.

GENERAL REQUIREMENTS FOR A MAJOR

General requirements for a Bachelor of Arts degree within the School of Humanities include:

1. A major of at least seven courses, including the Senior Seminar.
2. An approved minor of at least three courses in a related department (which may be outside the School of Humanities).
3. Foreign language competence equivalent to third-quarter proficiency. Note: This requirement will be waived for any student who has begun his college work prior to the opening of California State College, Bakersfield.

Mathematics 210 (Computer Programming and Data Processing I) is recommended for all students in the School of Humanities.

Students in the School of Humanities must also meet the *General Education Requirements* of the College.

Requirements for Interdepartmental Speech and Theatre Minor

Three courses, two of which must be upper division from English 108, English 109, English 421, English 475 (Drama), Theatre 220, Theatre 303, Theatre 304, Theatre 305, Theatre 306, Theatre 320, Theatre 477, and Theatre 499, acceptable to the major department.

Interdepartmental Courses in Humanities

Some courses in the School of Humanities are offered on an interdepartmental basis rather than within a particular discipline. For 1973-74, the following courses are so designated and each may carry credit in one of the indicated departments.

Humanities 308. Multi-Media

Carries credit in either Fine Arts or English. See departmental listings for course description. Prerequisite: Fine Arts 101.

Humanities 374. History of Christian Thought I

Carries credit either in History or Religious Studies. See departmental listings for course description.

Humanities 375. History of Christian Thought II

Carries credit in History and Religious Studies. See departmental listings for course description.

Humanities 395. Continental Literature in Translation

Carries credit in English, French, German or Spanish depending on area being covered in any particular quarter, with the prior approval of the Chairman of the Foreign Language Department. Prerequisite: English 101 or its equivalent or one course from the English 200 series or its equivalent. In order to receive credit in their major or minor field, students are expected to do the readings in their target language.

Humanities 470. Aspects of the Relationship Between Art, Literature, and History

Carries credit in English, Fine Arts, and History. See departmental listings for course description.

Humanities 479. Literature and the Other Arts

Carries credit in English and Fine Arts. See departmental listings for course description.

ENGLISH DEPARTMENT

The undergraduate English curriculum is divided into a remedial group (English 51 and 52), a written composition and speech course which satisfies one-half of the Basic Subjects requirement of the College (English 100), introduction to the nature of literature (English 101), two lower division and one advanced course in speech (English 108, 109, and 408), an advanced composition course (English 110), a series of developmental courses, and a number of courses established primarily, although not exclusively, for majors and minors. The introduction to the nature of literature course (English 101) is structured to allow the student to experience what literature is, how it functions, and the value relationship of its study to the contemporary world. It is recommended, but not required, that all students complete English 101 before taking any other English literature course. English 101 may also be used to satisfy five hours of the General Education requirement in Humanities.

The developmental courses (English 203 through 205) are designed to allow the student to study literature itself and to experience the relationship of literature to man and his life; to experience the tie between literature and living. These courses may be used to satisfy an additional five hours of the General Education requirement in Humanities; they may be also taken by students majoring or minoring in English. Courses numbered 300 and 400 are courses primarily for majors and minors, but open to all students who have satisfactorily completed at least either English 101, its equivalent, or one course from the 200 series, or its equivalent (except English 108 and 109). Courses from the 400 series may be conducted in an interdisciplinary way with the cooperation and help of other departments. In such cases, they may be cross-listed with such departments. English courses numbered 500 through 599 are graduate courses also open to seniors. (Courses numbered 600 through 699 are graduate courses limited to graduate students.)

REQUIREMENTS FOR THE MAJOR

The minimum requirements for an English major are:

- A. Satisfactory completion of English 101 or its equivalent. (May be waived for transfer students and for other students in special cases.)
- B. Seven courses in English from the 300 series or above, including the Senior Seminar, English 490, with departmental consent. (Although the developmental courses in the 200 series are not prerequisites for advanced work in English, it is likely that a student's work in any particular 300 or 400 course would benefit from his having taken the comparable 200 course.)
- C. Satisfactory completion of an acceptable minor.
- D. Three-quarter-equivalent foreign language proficiency. *Note:* This requirement will be waived for any student who has begun his college work prior to the opening of CSB

Students majoring in English must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for a Major."

REQUIREMENTS FOR THE MINOR

The minimum requirements for an English minor are:

- A. Three courses at the 200 level or above, at least two of which must be upper division, acceptable to the major department.
- For the interdepartmental Speech and Theatre minor with the Fine Arts Department, see page 128 under heading Speech and Theatre minor.

THE MASTER OF ARTS DEGREE IN ENGLISH

The Degree Program

The M.A. degree program in English has been designed primarily to provide the following: (1) a well-balanced program for those who wish to terminate their studies at the Master's level and whose primary aim is to teach in a community college; (2) advanced training for teachers in this area who wish to improve their professional skills and status; (3) graduate courses for those who might wish to continue towards the Ph.D. degree at another institution; (4) continuing education for those wishing to extend their knowledge as an end in itself through an interesting and stimulating series of liberal arts courses.

Basic Pattern for the Master of Arts Degree in English

The basic pattern of the Master of Arts degree at CSB has been chosen with the idea of accomplishing the above objectives. It has been designed to provide: (1) a carefully planned and integrated program that insures a basic foundation of professional skills through a common core of courses; (2) some uniform degree of coverage in the areas of English and American literature; (3) more intensive training in reading, critical analysis, research, and writing than is possible in undergraduate work; (4) both concentration and diversity to intensify and broaden the individual student's experience in the fields of literature and language; (5) flexibility in type of courses to aid students in both their teaching and scholarship.

Description of the Basic Pattern

The minimal basic pattern of ten courses of five units each which can be completed within one academic year (three quarters plus a summer session) shall include: (1) three required courses in the areas of research methods, literary criticism, and linguistics; (2) three courses in English literature (early, middle, and later periods); (3) two courses in American literature (pre-Civil War and post-Civil War); and two electives in general or specialized courses of the student's choice (e.g., genre courses, courses dealing with the relationship between literature and society). With the consent of his advisor and the instructor, a student may choose any course in the 400, 500, or 600 series as an elective.

Illustrated Sample Program of Ten Courses

English 600 ¹	Literary Theory and Methods of Research
English 570 ²	Studies in Literary Criticism
English 515	Theories of Grammar
English 635	Shakespeare Seminar
English 645	Seminar in Pope and his Group
English 658	Problems in the Nineteenth-Century Novel
English 582	Studies in the American Romantics
English 686	Seminar in Later American Literature
English 475(g) ³	Genre Studies
English 477(g)	Studies in Literature and Society

ADMISSION TO THE PROGRAM

Persons seeking an M.A. in English must first apply to the office of Admissions and Records for admission as UNCLASSIFIED graduate students. After admission to the college in the UNCLASSIFIED category, students are eligible to take graduate courses in English, but without the assurance that their course work will count as credit towards the M.A. degree at CSB. After admission to the college in the UNCLASSIFIED category, students wishing to become candidates for the M.A. degree should notify the English Department as soon as possible of their intention to apply for CONDITIONALLY CLASSIFIED or CLASSIFIED status. They will be asked to take the specialized GRE profes-

¹ Courses numbered in the 600 series are open only to graduate students.

² Courses numbered in the 500 series are open to both senior and graduate students.

³ Upper division (400) courses allowed for graduate credit will be lettered "g". The letter "g" indicates that the graduate student in consultation with the instructor will be assigned work additional to that undertaken by undergraduate students. A maximum of three such courses will be credited toward the M.A. degree.

sional aptitude test and to have all their college transcripts sent to the English Department. At some time during each quarter, the English Department Graduate Committee will evaluate these documents and assign an eligible student a graduate advisor from the English Department to help the student plan his graduate program. The Graduate Committee will also notify those students not immediately eligible what steps they might take to become eligible for **CONDITIONALLY CLASSIFIED** or **CLASSIFIED** standing.

CONDITIONALLY CLASSIFIED STANDING

CONDITIONALLY CLASSIFIED STANDING may be accorded a student who has satisfied the following prerequisites:

- 1) A grade point average of at least 3.0 (B) in previous upper division English courses taken at CSB or at other accredited colleges or universities where the undergraduate English requirements are at least the equivalent of those at CSB.
- 2) Satisfactory performance in graduate English courses taken during the first term of graduate work (a GPA of 3.0) at CSB.
- 3) Satisfactory performance on the GRE professional aptitude test (Literature in English).

CLASSIFIED STANDING

After completing at least three graduate English courses at CSB (15 quarter units), the student will become eligible for **CLASSIFIED** standing. At this point, the Graduate Committee, after consultation with the student's advisor, will either notify the student that he has been advanced to **CLASSIFIED** standing or will make other decisions about the student's work. When a student achieves **CLASSIFIED** standing, he will be assigned a personal committee consisting of his advisor and two other department members who will guide the student further in his preparation for the M.A. Comprehensive Examination.

Completion of the Master of Arts Degree

- 1) After the student has been advanced to **CLASSIFIED** standing, he must successfully complete all courses in his approved program with at least an overall GPA of 3.0.
- 2) The student must successfully complete the departmental Comprehensive Examination which will review the student's performance in written work done in graduate courses (at least two papers must be submitted to his graduate committee) and which will test the student's ability to think critically and to communicate orally his thorough understanding of graduate work he has completed.

COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division

English 51. Fundamentals of Communication

A one-term course designed to develop skills in writing, speaking, and discussing. Open by special permission to students whose previous records or placement scores indicate that they will benefit from special work prior to enrolling in English 101. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 52. Developmental Reading

A one-term course open by special permission to students whose previous records or test scores indicate that they will benefit from a course designed to improve their reading speed and comprehension before they undertake courses that involve substantial amounts of required reading. May be taken twice. Offered only on a credit, no-credit basis. Does not count toward graduation.

English 100. English Composition and Speech

Study and exercise in the nature of prose to help students develop a mature and functional expository style as well as demonstrated competence in effective communication. Three lectures and two three-hour reading, writing, and speech laboratories. This course satisfies one half of the Basic Subjects portion of the College's General Education requirement.

English 101. Introduction to the Nature of Literature

The development of the critical sense and the study of the relation of the form of literature to the society which produced it. Study of the application of basic research techniques to representative forms of literature—the short story, the drama, and the poem.

English 108. Introduction to Public Speaking

An introduction to practical speech problems with training in the principles concerning the organization of various forms of public address and effective delivery.

English 109. Principles of Group Discussion

Theory and methods of group discussion; practice in organizing and conducting informal and public discussion for the solving of problems; attention to the role of group discussions in the contemporary world.

English 110. Advanced Composition

Experience in advanced expository writing. Prerequisite: English 100 or equivalent. One or more substantial papers each week. This course can satisfy the second half (after English 100) of the Basic Subjects requirement.

English 203. The Development of English Literature: 450–1798

The emergence of the English "people" as reflected in medieval and Renaissance readings: i.e., Beowulf, Sir Gawain and the Green Knight, Chaucer, Spenser, and Milton; the rise of the middle class in the age of "common sense." Readings in Dryden, Pope, Swift, Richardson, Fielding, Johnson, and Burns; emphasis on the relationship of literature to life—the sources from which it has sprung, the literature itself, and the audience that reads it.

English 204. The Development of English Literature: 1798–Present

Revolution to Empire, selected readings in Wordsworth, Coleridge, Keats, Shelley, Byron, Tennyson, Browning, Arnold and others; emphasis on the relationship of literature to life—the sources from which it has sprung, the literature itself, and the audience that reads it.

English 205. Introduction to the Study of American Literature

American literature from colonial times to the present.

Upper Division**English 302. Survey of Black Literature**

Literature of and about the Black Man in America.

English 306.

Practice application of the fundamentals of journalism as they apply to communication within our society. Students will investigate principles and will demonstrate practical application within the media, particularly newspaper writing. Prerequisite: satisfactory completion of English 100 or its equivalent.

Humanities 308. Multi-Media

A course devoted to the technical and aesthetic aspects of multi-media. Lecture, discussion and performance. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 318. History of the Language

English phonology, morphology, syntax, spelling, and punctuation. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 320. Survey of English Literature: 450–1500

The beginnings of English literature. Beowulf in translation, Sir Gawain and the Green Knight, the rise of English nationalism, Chaucer, Langland. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 330. Survey of English Literature: 1500–1660

The Renaissance in England, the classical revival, Wyatt and Surrey, Sidney, Spenser, Milton—the exploratory age, classical, heroic, nationalistic. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 335. Shakespeare

Selected readings in the tragedies, comedies, plays and poems. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 340. English Literature of the Restoration and Eighteenth Century: 1660–1798

The “neo-classic” age and the age of “sensibility.” The rise of the middle class and its novelistic literature. Selected studies in Dryden, Restoration drama, Swift, Pope, Addison and Steele, Johnson, Burns, and Blake. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 350. Romantic English Literature: 1798–1837

Prose and Poetry. Studies in Wordsworth, Coleridge, Keats, Shelley, and Byron. New directions in criticism. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 351. Victorian English Literature: 1837–1901

Prose and Poetry. Studies in Tennyson, Browning, Arnold, Swinburne, Ruskin, and Newman. Literature, criticism, and the scientific revolution. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 360. Twentieth-Century English and American Literature

The literature of withdrawal and of engagement. The novel, drama, and poem as instruments of artistic and social comment. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 380. American Literature to the Civil War

The Beginnings to the Civil War. Colonial Literature, Franklin, Emerson, Thoreau, Poe, Longfellow, Melville, Hawthorne, and others. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 381. American Literature from the Civil War to 1900

Whitman, Harte, Twain, Crane, Howells, Dickinson, and others. The rise of realism. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

Humanities 395. European Literature in Translation

Selected works of Continental Europe in translation. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 402. Creative Writing

Investigation and discussion of one mode of expression (poetry, fiction, etc.) with individual or group analysis of student work. Prerequisite: consent of instructor.

English 408. Communications Theory and Semantics

Communication models in relation to natural and formal language systems; contributions of theories of information, semantics, psycholinguistics, and general systems to the study of communication. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 415. Introduction to Linguistics

Descriptive and historical linguistics; relationship between language and culture. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 416. Studies in Linguistics

Selected aspects of descriptive and/or historical linguistics. Prerequisite: English 415.

English 475. Genre Studies

Studies in the novel, drama, poetry, criticism. Specific formal study and course content to be determined by instructor each quarter. Prerequisite: Satisfactory completion of at least one course from the 100 or 200 series or its equivalent, except English 108 and 109.

English 477. Studies in Literature and Society

Varying subject matter course in contemporary literature dealing with literary response to a current philosophical or sociological question. Examples of themes to be dealt with are:

Technology

Media

The Affluent Society

Secularization of Society

The American Dream

Communication and Society (fulfills the advanced composition requirement for teaching credential)

Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

Humanities 479. Literature and the other Arts

An interdisciplinary approach to a topic, period, or style that combines experience in a literary genre with a parallel expression in another art, such as painting, music, or film. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent.

English 490. Senior Seminar (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of English to student's minor field of study. Prerequisite: Senior standing and consent of instructor.

English 494. Children's Literature

Analysis of selected works of literature suitable for children, with attention to standards of selection and methods of use as teaching materials. Prerequisite: English 101 or its equivalent or one course from the 200 series or its equivalent. Does not count toward the major.

English 499. Individual Study (1-5)

Admission with consent of Department Chairman and Dean of Humanities.

Graduate Courses**English 515. Theories of Grammar**

An examination of the assumptions and applications of traditional or "school" grammars, descriptive/structural linguistics, and generative-transformational grammars.

English 518. Studies in the History of the English Language

Studies in the development of English phonology, morphology, and syntax from the Old English period to the present.

English 525. Studies in Chaucer

Studies in *The Canterbury Tales*, *Troilus and Criseyde*, and a selection of Chaucer's shorter poems.

English 538. Studies in Seventeenth-Century Literature

An intensive survey of the major poets and dramatists, including Milton, Donne, Jonson and their contemporaries.

English 552. Studies in Nineteenth-Century Poetry

Studies in the major poets of either the Romantic or Victorian period depending upon instructor's emphasis.

English 568. Studies in the Modern British Novel

An intensive survey of major British novelists from about 1910 to 1950. Includes the works of Conrad, Joyce, Forster, Woolf, Lawrence, and important later figures.

English 570. Studies in Literary Criticism

An historical survey of important texts in literary criticism from the Greek to the modern period with emphasis on the formation and development of major trends in critical theory.

English 576. Studies in the Development of the English Novel

Intensive study of continuity and change in the structure and style of the English novel and novella from its beginnings to the Twentieth Century.

English 582. Studies in the American Romantics

An intensive survey of the major writers of the American Renaissance from about 1830 to 1860. Includes the works of Hawthorne, Melville, Emerson, Thoreau, and Whitman.

English 586. Studies in Later American Literature

An intensive survey of important writers and literary movements in American literature from the post-Civil War period to about 1930. Includes Twain, James, Crane, Dreiser, O'Neill, Eliot, and Faulkner.

English 600. Literary Theory and Methods of Research

The study of the nature and function of literature, the resources for literary scholarship, and the problems of method in the major areas of literary research.

English 635. Seminar in Shakespeare

Intensive study of selected plays. Prerequisite: English 335 or consent of the instructor.

English 645. Seminar in Pope and His Group

Intensive study of the poetry and prose of early Eighteenth-Century England, including selected works of Pope, Gay, Swift, Addison and Steele. Prerequisite: undergraduate work in the Eighteenth Century or consent of the instructor.

English 647. Seminar in Johnson and His Circle

Intensive study of selected works of Johnson, Boswell, Goldsmith, Reynolds, and other writers of later Eighteenth-Century England connected with Johnson's circle. Prerequisite: undergraduate work in the Eighteenth Century or consent of the instructor.

English 658. Problems in the Nineteenth-Century Novel

A seminar dealing with one or more of the major issues, modes, or structures of the British Novel. Prerequisite: an undergraduate genre course in fiction or consent of the instructor.

English 672. Seminar in Poetry and Poetics

Intensive study of selected poets, their works, and their philosophy of poetics.

English 686. Seminar in Later American Literature

Intensive study of selected writers and literary movements in American literature after the Civil War. Prerequisite: undergraduate work in American literature or consent of the instructor.

FINE ARTS DEPARTMENT

The Fine Arts Department offers work in Art, Music, and Theatre.

The interdisciplinary courses (those prefixed Fine Arts) are integrated offerings dealing with the nature of the Fine Arts and with the place of artistic expression in society.

In addition to providing the total student body with courses that may be taken for General Education or elective credit, the Department has concentration programs within the Fine Arts major in Art and Music, as well as minors in Art and Music. It also participates in the offering of an interdepartmental speech and theatre minor with the English Department (see page under heading "Speech and Theatre Minor").

REQUIREMENTS FOR THE MAJOR

The minimum requirements for a Fine Arts major are:

- A. Three Fine Arts courses, including Fine Arts 101 (or its equivalent), and two courses from the series Fine Arts 201–206 (for transfer students, appropriate work taken previously may be substituted with the approval of the Department, or Fine Arts 301, Fine Arts 401, or Humanities 479 may be presented instead for part of the requirement as determined by the Department).
- B. At least six five-quarter unit courses (30 quarter hours) in a field of concentration (either Art or Music) plus appropriate work in applied music and performance for music concentration.
- C. Completion of an acceptable minor in a related department.
- D. Fine Arts 490, the Senior Seminar.
- E. Third-quarter equivalent foreign language proficiency. Note: This requirement will be waived for any student who has begun his college work prior to the opening of CSB.

COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division

Fine Arts 101. Introduction to the Study of Fine Arts

Analytical and comparative study of those considerations which are basic to the various fine arts and the relations of those arts to society. Lecture-discussions and two three-hour laboratory sessions.

Fine Arts 201 through 206

The Fine Arts 201–206 courses comprise a series of interdisciplinary courses emphasizing the interrelationships between the arts and society in terms of their contemporary historical context.

Concentrating on representative styles, movements, aesthetic preoccupations or themes, each of the 201–206 courses examines outstanding or characteristic examples of the various arts of selected periods in the development of western culture from classical times to the present.

Faculty members are drawn from the practice-areas of art, music, and theatre. Lecture-discussions and two three-hour laboratory sessions for each course.

Fine Arts 201. Selected Studies in the Arts of the Classical Periods

Fine Arts 202. Selected Studies in the Arts of the Early Christian and/or Medieval Periods

Fine Arts 203. Selected Studies in the Arts of the Renaissance

Fine Arts 204. Selected Studies in the Arts of the Baroque Period

Fine Arts 205. Selected Studies in the Arts of the Enlightenment

Fine Arts 206. Selected Studies in the Arts of the Contemporary World

Upper Division

Fine Arts 301. Comparative Study of the Fine Arts in Western and Non-Western Societies

Comparative selected studies in the arts of non-western societies; analysis of the relationships between the arts and society.

Fine Arts 401.

Individual research and group investigation into the interdisciplinary relationships of the Fine Arts, concentrating on selected periods. Topics to be covered each quarter will be announced prior to registration.

Humanities 479. Literature and the Other Arts

An interdisciplinary seminar in a selected topic, period, or style of man's development, that combines experience in a literary genre with a parallel expression in another art, such as painting, music, or film. Extensive reading, independent and group research; lectures and discussion. May be used as credit in English or Fine Arts but not both.

Fine Arts 490. Senior Seminar in Fine Arts (6)

Consideration of the nature of the arts. Integration of materials from other courses. Relation of Fine Arts to student's minor field of study. Prerequisite: Senior majors or consent of instructor.

Graduate Course

Fine Arts 501. Criticism and Review

An examination of the role of criticism and analysis of the arts today and their influence on the artist and the consumer. Current newspapers and journals will be the prime source material; the course will include individual research and field trips.

CONCENTRATION IN ART

Requirements for a Fine Arts Major with a Concentration in Art:

- A. Three Fine Arts courses, including Fine Arts 101 (or its equivalent), and two courses from the series Fine Arts 201-206 (for transfer students, appropriate work taken previously may be substituted with the approval of the Department or Fine Arts 301, Fine Arts 401, or Humanities 479, may be presented instead for part of the requirement as determined by the Department).
- B. Six courses (thirty quarter-hours) in Art, including: (1) two performance courses drawn from courses 313-317 or two art history courses from 380-389, 480; (2) either four art history courses drawn from 380-389, 480, or four advanced performance classes drawn from courses 343-347, 477.
- C. Completion of an acceptable minor.
- D. Fine Arts 490, the Senior Seminar.
- E. A senior show or thesis.
- F. Third-quarter equivalent foreign language proficiency. Note: this requirement will be waived for any student who had begun his college work prior to the opening of CSB.

Requirements for a Minor in Art

Three upper division, five-unit courses in either Art History or Art Studio acceptable to the major department.

COURSES
Lower Division

Art 212 (formerly Art 220). Basic Two Dimensional Design

An introduction to the theory, principles and elements of design. The course will provide essential background for the upper division curriculum in Art. Three lecture-discussions and two studio-laboratory sessions per week.

Art 213. Beginning Drawing

Introduction to drawing and composition including drawing from the human figure. Three lecture-discussions and two studio-laboratory sessions per week.

Art 214 (formerly Art 222). Beginning Painting

An introduction to basic skills in painting as well as to the selection of materials and the preparation of canvas. The student will work with oils, acrylics, latex and synthetic pigments. Three lecture-discussions and two studio-laboratory sessions per week.

Art 217. Beginning Graphics

An introductory graphics course including work in collography, serigraphy and basic techniques in lithography and in intaglio printing. Three lecture-discussions and two studio-laboratory sessions per week.

Art 242 (formerly Art 221). Basic Three Dimensional Design

A lecture-laboratory course exploring theory, materials and techniques in three dimensional design. Students will develop proficiency in materials such as clay, wood, metal and plastics. The relationship between spatial concepts and industrial design will be examined. The course will provide essential background for the upper division curriculum in Art. Three lecture-discussions and two studio-laboratory sessions per week.

Upper Division

Art 313 (formerly Art 303). Drawing

Drawing and composition in a variety of media including drawing from the human figure. Two lectures and nine hours of laboratory. Prerequisite: Art 213 or departmental consent.

Art 314 (formerly Art 304). Painting

Composition and two- and three-dimensional design problems using various media; painting from the human figure. Two lectures and nine hours of laboratory. Prerequisite: Art 214 or departmental consent.

Art 315 (formerly Art 305). Sculpture

Principles of sculpture explored in various media. Two lectures and nine hours of laboratory. Prerequisite: Art 242 or departmental consent.

Art 316 (formerly Art 306). Ceramics

Introduction to various basic techniques and approaches used in designing, forming, glazing, and firing of ceramic materials; practice on the potter's wheel and various hand-building methods; consideration of problems in design. Two lectures and nine hours of laboratory.

Art 317 (formerly Art 307). Graphics

Printmaking techniques including experiences in relief and intaglio printing. Two lectures and nine hours of laboratory.

Art 343 (formerly Art 351). Drawing Studio

Studio experience in the problems and concepts in drawing using a variety of media. Prerequisite Art 313 or its equivalent. May be taken only once for credit.

Art 344 (formerly Art 352). Painting Studio

Problems and concepts in painting, using a variety of media. Prerequisite: Art 314 or its equivalent. May be taken only once for credit.

Art 345 (formerly Art 353). Sculpture Studio

Problems and concepts in sculpture using a variety of media. Prerequisite: Art 315 or its equivalent. May be taken only once for credit.

Art 346 (formerly Art 354). Ceramic Studio

Problems and concepts in ceramics using a variety of media. Prerequisite: Art 316 or its equivalent. May be taken only once for credit.

Art 347. Graphic Studio

Problems and concepts in graphics using a variety of media. Prerequisite: Art 317 or its equivalent. May be taken only once for credit.

Art 380 (formerly Art 310). Ancient Art

A study of the architecture, painting, and sculpture of ancient cultures and civilizations including Egypt, Mesopotamia, Asia Minor, and the Crete Islands.

Art 381 (formerly Art 311). Greece and Rome

A study of architecture, painting and sculpture of ancient Greece and Rome.

Art 382 (formerly Art 312). Early Christian and Byzantine Art

The arts and architecture of the Early Christian Period in Europe; art and architecture in the Byzantine Empire to the fall of Constantinople.

Art 383 (formerly Art 313). The Art of the Middle Ages in Europe

Architecture, sculpture, painting, and the minor arts in Europe from the Ninth to Fifteenth Centuries.

Art 384 (formerly Art 314). The Art of the Renaissance

Painting, sculpture, and architecture in Italy and Northern Europe in the Fourteenth, Fifteenth, and Early Sixteenth Centuries.

Art 385 (formerly Art 315). The Arts of the Late Sixteenth Through Eighteenth Century

Late Sixteenth, Seventeenth and Eighteenth Century architecture, sculpture, and painting in Europe.

Art 386 (formerly Art 316). The Art of the Nineteenth Century

Nineteenth Century architecture, sculpture, and painting in Europe.

Art 387 (formerly Art 318). Survey of Art in the United States

Art in the United States from the Seventeenth to the Twentieth Century.

Art 388 (formerly Art 319). The Art of Central and South America and Its Influence in the United States: the Role of the Mexican and the Mexican-American Artist

An introduction to the art styles, forms, and theories of Central and South America and their influence on the United States with attention to the role of the Mexican-American artist in relation to this development.

Art 389 (formerly Art 320). Oriental Art

History of art in India, China, and Japan.

Art 470. Senior Show or Art 471. Senior Thesis

Must be undertaken in residence. Portfolio or draft of thesis must be submitted to the Department no later than the pre-registration period for the quarter preceding the student's proposed final quarter. No credit.

Art 477. Special Studies in Art

Fifteen hours of laboratory. Opportunity for extensive work with faculty supervision on individual problems. Limited to one five-hour credit course in any one area. The area to be covered in any particular quarter will be designated before the time of registration. Possible fields of study in this regard are:

Ceramics
Drawing
Graphic design
Life drawing
Painting

Sculpture
Art education
Art history
Printmaking

Art 478. Special Studies in Art History

The period and subject matter of this course will be designated before the time of registration. The course may be repeated for credit not to exceed 10 quarter hours. Possible areas which may be covered by this course are:

The Art of South and Southwest Asia.
The Art of East and Southeast Asia.
The Art of the North American Indian.

Art 480 (formerly Art 317). The Art of the Twentieth Century

A study of the major artists and artistic currents in Europe and America in the Twentieth Century.

Art 499. Individual Study (1-5)

Admission with consent of Department Chairman and Dean of Humanities.

Graduate Course

Art 580. Selected Approaches to Art Criticism and Art History

Seminar dealing with selected approaches to art criticism and art history; reading, research and papers.

CONCENTRATION IN MUSIC

Requirements for the Fine Arts Major with a Concentration in Music:

- A. Three Fine Arts courses, including Fine Arts 101 (or its equivalent), and two courses from the series Fine Arts 201-206 (for transfer students, appropriate work taken previously may be substituted with the approval of the Department, or Fine Arts 301, Fine Arts 401, or Humanities 479 may be presented instead for part of the requirement as determined by the Department).
- B. Seven 5-credit-hour music courses selected with the approval of the Department, including 352, four of which must be upper division courses.
- C. Participation and credit in a performing organization for every term of residence after formal registration as a Fine Arts major.
- D. Overall proficiency acceptable to the Department in an instrument approved by the Department. Students must demonstrate this proficiency in a manner determined by the Department before they will be allowed to present their senior performance and paper, or, with the consent of the Department, senior recital.
- E. Piano proficiency equivalent to Music 356.
- F. Senior performance and paper, or, with the consent of the Department, senior recital.
- G. Fine Arts 490, the Senior Seminar.
- H. Completion of an acceptable minor.
- I. Third-quarter-equivalent foreign language proficiency. Note: This requirement will be waived for any student who has begun his college work prior to the opening of CSB.

Requirements for a Minor in Music

Three five-quarter-unit courses in Music (including Music 122 and at least one upper division course) acceptable to the major department, plus one quarter of applied music and one quarter of work in a performing organization.

COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division**Music 122 (formerly Music 103). Theory and Structure I**

Integrated approach to music theory; essentials of rhythm, harmony, melody, and form explored through the "New Music."

Music 152 (formerly Music 104). Theory and Structure II

Integrated approach to music theory and structure, explored through an examination of a wide variety of literature. Prerequisite: Music 122 or departmental consent.

Music 222 (formerly Music 105). Theory and Structure III

Continuation of Theory II. Prerequisite: Music 152 and 226P or their equivalents and departmental consent.

Music 223 (formerly Music 203). Individual Instruction (1)

Individual instruction in voice, piano, brass, winds, and strings. Credit available only to Fine Arts music concentrators or minors in music. One quarter unit per term on credit, no-credit basis, not to exceed a total of six. Information regarding offerings each quarter, as well as registration procedures and approval for music concentrators and minors must be obtained from the Department for each registration. Music concentrators will follow program approved by their advisors and will be required to demonstrate proficiency progress before a faculty jury each quarter before receiving credit.

Music 226. Beginning Piano—Class Instruction (3)

Introduction to the piano and piano playing. Beginning study in music reading and practice techniques. Repertoire to cover beginning to intermediate piano literature and song accompaniment; keyboard harmony and improvisation. No previous background required. Not open to music concentrators presenting piano to meet overall proficiency requirement in an instrument approved by the Department. Registration subject to program and equipment limitations with approval of the Department needed.

Music 251 (formerly Music 201C). Performing Chorus (1)

Group performance of choral music from various periods of the choral repertoire. One-quarter unit of credit per term (not to exceed a total of six) on credit, no-credit basis.

Music 252 (formerly Music 201B). Performing Wind Ensemble (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Upper Division**Music 321. Keyboard Literature**

Development of keyboard literature from early Baroque to contemporary.

Music 322 (formerly Music 305). Theory and Structure IV

Three- and four-part counterpoint and contemporary harmonic practice. Prerequisite: Music 222 and 226 or their equivalents or departmental consent.

Music 324 (formerly Music 306). Orchestration

Scoring for string, woodwind, brass, and percussion instruments. Prerequisite: Music 322 or departmental consent.

Music 325 (formerly Music 307). Conducting

Experience in basic instrumental and choral conducting technique. Prerequisite: Music 322 or departmental consent.

Music 352 (formerly Music 308). Form and Analysis

Individual and class analysis of selected compositions of various periods of style; experience in development of individual works. Prerequisite: Music 322 or departmental consent.

Music 356. Intermediate Piano—Class Instruction

Intermediate study in music reading and practice techniques. Repertoire to cover intermediate piano literature and improvisation. Prerequisite: Music 226 and departmental consent. Not open to music concentrators presenting piano to meet overall proficiency requirement in an instrument approved by the Department. Registration subject to program and equipment limitations with approval of the Department needed.

Music 380 (formerly Music 309). Opera

Survey of opera. Analysis and development of opera from Monteverdi to contemporary.

Music 381 (formerly Music 325). Music of Black Americans

Historical and analytical study of the music of Black Americans from colonial times to the present, including the influence of Black music on traditional music.

Music 421. Music Workshop (1)

Courses devoted to the study and performance of representative literature for varied types of ensemble. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis. Admission with the consent of instructor. Anticipated sections include the following:

Brass	Recorder
"New Music"	String
Keyboard	Woodwind

Music 423. Individual Instruction (1)

Individual instruction in voice, piano, brass, winds, strings, and composition. Credit available only to Fine Arts music concentrators or minors in music. One-quarter unit per term on credit, no-credit basis, not to exceed a total of six. Information regarding offerings each quarter, as well as registration procedures and approval for music concentrators and minors, must come from the Department for each registration. Music concentrators and minors will be required to demonstrate proficiency progress before a faculty jury each quarter before receiving credit.

Music 451 (formerly Music 401C). Performing Chorus (1)

Group performance of choral music from various periods of the choral repertoire. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Music 452 (formerly Music 401M). Madrigal Singers (1)

Group performance of choral literature, from various periods of the choral repertoire, designed for select voices. Admission with the consent of the instructor. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Music 453. Performing Wind Ensemble (1)

Group performance of music from various periods of the repertoire. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Music 470. Senior Performance and Paper

Exhibition of proficiency in major medium of performance; a substantial paper pertaining to the performance. Must be undertaken in residence. No credit. Permission for the performance must be obtained and a draft for the paper must be submitted to the department no later than the preregistration period for the quarter preceding the student's proposed final quarter. With permission of the department, senior recital (Music 471) may be substituted.

Music 471. Senior Recital

Reserved for those students especially proficient on their instrument. Admission with consent of department. Consists of a 45–70 minute public recital. Must be undertaken in residence. No credit. Recital permission must be obtained from the department no later than the end of the second quarter preceding the student's proposed final quarter.

Music 477. Special Studies

Individual research and group investigation of selected topics, such as keyboard musicianship, seminars in composition and projects in musicology, the development of music for the solo voice after 1600, the symphony and symphonic poems from their inception to the present. Topics to be covered each quarter will be communicated to interested students before registration; limited to one five-hour credit course in any one area.

Music 480 (formerly Music 452). Polyphonic Period Through the Renaissance

An in-depth historical and analytical study of music from the origins of polyphony through the Renaissance (c 800–1600). Prerequisite: Music 222 or permission of the Department.

Music 481 (formerly Music 453). Baroque and Classical

An in-depth historical and analytical study of music from the Baroque and Classical periods (c 1600–1830). Prerequisite: Music 222 or permission of the Department.

Music 482 (formerly Music 454). The Romantic Period and Impressionism

An in-depth historical and analytical study of music of the Romantic and impressionistic periods (c 1830–1910). Prerequisite: Music 222 or permission of the Department.

Music 483 (formerly Music 455). Music of the Early 20th Century

An in-depth historical and analytical study of early 20th Century music, including neo-classicism and expressionism. Prerequisite: Music 222 or permission of the Department.

Music 484 (formerly Music 456). Music Since 1945

Individual and class analysis and performance of music and the relationship among composer, performer and audience since the Second World War. Prerequisite: Permission of the Department.

Music 499. Individual Study (1–5)

Admission with consent of Department Chairman and Dean of Humanities.

Graduate Course**Music 580. Problems in Notation**

Seminar devoted to the study of medieval notation and of that utilized in today's "New Music."

THEATRE COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division**Theatre 231 (formerly Drama 201). Rehearsal and Performance (1)**

Acting in stage performances, major production assignments, participation in television or children's theatre offerings. Open to all students. Assignments according to needs of plays produced. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Theatre 232 (formerly Drama 220). Acting

Basic techniques of stage movement and line reading. Training of imagination and characterization through improvisations, pantomimes, and scenes. Fundamentals of stage make-up. Lecture and discussion.

Theatre 236. Theory and Practice of the Theatre

A study of the nature of the theatre arts and the demands of the stage; analysis of the interrelationship of script, performance and production.

Upper Division

Humanities 308. Multi-Media

A course devoted to the technical and aesthetic aspects of multi-media. Lecture, discussion and performance.

Theatre 332 (formerly Drama 320). Advanced Acting

Training in special styles and methods of acting including Shakespearian, Restoration, and Stanislavskian techniques. Application of character make-up. Special training, such as fencing, dance, or dialect, according to the individual needs of each student. Prerequisite: Theatre 232. Lecture and discussion.

Theatre 333 (formerly Drama 330). Costuming (3)

Analysis of the effect of costume on character and on the total design of a play. History of fashion. Lecture and discussion.

Theatre 334 (formerly Drama 331). Stage Lighting (3)

Methods of distribution and control of light through instruments and dimmers. Lecture and laboratory.

Theatre 380 (formerly Drama 303). Ritual, Mime and Folk Theatre

A study of the development of theatre from its origins in myth and ritual and the survival of mythic elements in popular, religious and folk theatre. The course will deal with such forms as pre-classical fertility rites, dithyrambs, mimes, commedia dell'arte, mystery plays, vaudeville and burlesque. Lecture and discussion.

Theatre 381 (formerly Drama 304). Classical Theatre

History of the western theatre from Aeschylus to the Italian Renaissance. A study of the plays, stages and production styles of the period. Lecture and discussion.

Theatre 382 (formerly Drama 305). Theatre from the Renaissance to the Romantic Period

History of the western theatre from the Tudor drama and the Spanish Golden Age to the end of the Romantic period. A study of the plays, stages, and production styles of the period. Lecture and discussion.

Theatre 383 (formerly Drama 306). The Modern Theatre

History of western theatre from the beginnings of realism in the eighteenth century to the present. A study of the plays, stages, and production styles of the period. Lecture and discussion.

Theatre 431 (formerly Drama 401). Rehearsal and Performance (1)

Acting in stage performances, major production assignments, participation in television or children's theatre offerings. Assignments according to the needs of plays produced. Prerequisite: Permission of the department. One quarter unit of credit per term (not to exceed a total of six) on a credit, no-credit basis.

Theatre 435 (formerly Drama 410). Scene Design

An analysis of the total visual aspect of theatre with work in the design of scenery, lighting, and costuming of a play. Prerequisites: Theatre 333 and 334 Lecture and discussion.

Theatre 436 (formerly Drama 420). Directing

The methods of directing a play including casting, blocking, dramatic rhythm and the teaching of acting. Aesthetic considerations and practical exigencies of actuating a given script to a given stage. Prerequisites: Theatre 332 and 3 credits (or the equivalent) of Theatre 331 and 431. Lecture and laboratory.

Theatre 437 (formerly Drama 450). Playwriting

Students will write one full-length play suitable for production. Prerequisite: 3 credits (or the equivalent) of theatre 231 and 431.

Theatre 470. Senior Show, Thesis or Recital

A senior show, thesis or recital as specified by the Department. No credit.

Theatre 477 (formerly Drama 477). Special Studies

Individual research and group investigation of selected topics. Topics to be covered each quarter will be communicated to interested students before registration. Limited to one five-hour credit course in any one area. Possible fields of study include:

Theatre Management
Children's Theatre
Dramatic Criticism

Filmmaking
Stage Managing
Fencing and Dance

Theatre 499 (formerly Drama 499). Individual Study (1-5)

Admission with consent of Department Chairman and Dean of Humanities.

FOREIGN LANGUAGES DEPARTMENT

The Department of Foreign Languages offers programs in French, German, and Spanish. In Spanish, both a major and a minor are available. A major in French will be available to those graduating in June 1974. Also available are minors in French and German.

Spanish Major Requirements

The minimum requirements for a Spanish major are:

A. Seven courses from the 300 and 400 series, including Spanish 400 and 401, in addition to the Senior Seminar (Spanish 490).

B. Completion of an acceptable minor in a related department.

Students majoring in Spanish must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for a Major."

Students planning to teach are urged to select courses from the following in consultation with their advisor: Spanish 300 Culture and Civilization (in English); Spanish 312 Phonetics; Spanish 311 Advanced Grammar; Spanish 315 The Art of Translation; Spanish 409 Advanced Syntax; Spanish 410 Linguistics.

French Major Requirements

The minimum requirements for a French major are:

A. Six upper division courses *and* the Senior Seminar (French 490). In order to afford the student some options, one (1) of the six (6) upper division courses, exclusive of the Senior Seminar, may be from among the following, but it does *not* have to be. This is *not* a requirement, but an option.

French 419 Culture and Civilization (in English)

History 310 Modern France

Art 313 The Art of the Middle Ages in Europe, with emphasis on France

Humanities 395 European Literature in Translation

Humanities 479 Literature and the Other Arts

Education 425 Special Methods of Teaching the Major in the Secondary School

Students who do *not* choose any of the above options, but who prefer to broaden their preparation in French literature or language, may instead select their sixth upper division course, exclusive of the Senior Seminar, from among the following:

French 320 Explication of Texts

French 409 Advanced French Syntax: Stylistics with emphasis on syntax

French 420 Contemporary France

B. Completion of an acceptable minor in a related department.

Students majoring in French must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for a Major."

French Minor Requirements

Three upper division courses in French, acceptable to the major department.

German Minor Requirements

Three upper division courses in German, acceptable to the major department.

Spanish Minor Requirements

Three upper division courses in Spanish, acceptable to the major department.

FRENCH COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit. Roman numerals indicate the quarter in which the course is offered, e.g., an "I" means course is offered during the first, or fall, quarter.

Lower Division**French 101. Introductory French I**

An introduction to the fundamentals of French grammar. Oral drills, readings, written exercises. Two hours of independent laboratory practice per week. Students with only one year of high school French should enroll in this course.

French 102. Introductory French II

A continuation of French 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: French 101, or two years of high school French or the equivalent.

French 103. Introductory French III

A continuation of French 101 and 102. Continued development of the four language skills with two hours of independent laboratory practice per week. Prerequisite: French 102, or 3 years of high school French or the equivalent.

French 201. Intermediate French Grammar I

Composition and conversation. An intensive review of French grammar with extensive practice in oral and written expression. Two hours of independent laboratory work per week; poetry and prose selections. Prerequisite: French 103, or four years of high school French or the equivalent.

French 202. Intermediate French II

A continuation of French 201, designed especially to prepare students for upper division work in language and literature.

French 210. Conversational French

A course designed to develop fluency in oral communication and vocabulary building on a topical basis. Prerequisite: French 103 or its equivalent.

Upper Division**French 301. Introduction to French Literature I**

An overview of French literature from the Middle Ages to 1800.

French 302. Introduction to French Literature II

An overview of French literature from 1800 to the present.

French 315. Art of Translation

Rendering English texts into fluent French through demonstrations and practical exercises to gain verbal and written mastery of both languages.

French 320. Explication of Texts (1-5 units)

An introduction to the methodology of the analysis of texts in prose and poetry.

French 409. Advanced French Syntax

A course in written and verbal stylistics with emphasis on French syntax.

French 410. Introduction to French Linguistics

An introduction to conventional and theoretical linguistics with a contrastive approach to French and English structure.

French 414 (formerly French 312). French Phonetics

An analysis of the French sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and French languages.

French 419. French Culture and Civilization

The development of French culture and civilization from its beginning to the present day. To receive credit toward the major, assignments and presentations must be in French. Course given in English.

French 420. Contemporary France

An inquiry into the contemporary psychological, economic, and cultural values of twentieth century France.

French 490. Senior Seminar in French (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of French to student's minor field of study. Prerequisite: Senior standing and consent of instructor.

GERMAN COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit. Roman numerals indicate the quarter in which the course is offered, e.g., an "I" means course is offered during the first, or fall, quarter.

Lower Division**German 101. Introductory German I**

An introduction to the fundamentals of German grammar. Oral drills, reading, written exercises. Two hours of independent laboratory practice per week. Students with only one year of high school German should enroll in this course.

German 102. Introductory German II

A continuation of German 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: German 101, or two years of high school German or the equivalent.

German 103. Introductory German III

A continuation of German 102. Reading of selected texts and practice in conversation and writing. Two hours of independent laboratory practice per week. Prerequisite: German 102, or three years of high school German or the equivalent.

German 110. Scientific Reading

Readings taken from the fields of biology, chemistry, geology, health science, mathematics, physics, etc. Prerequisite: German 102 or three years of high school German or the equivalent.

German 201. Intermediate German Grammar I

Composition and conversation. An intensive review of German grammar with extensive practice in oral and written expression. Two hours of independent laboratory work per week; poetry and prose selections. Prerequisite: German 103, or four years of high school German or the equivalent.

German 202. Intermediate German (II)

A continuation of German 201, designed especially to prepare students for upper division work in language and literature.

German 210. Conversational German

A course designed to develop fluency in oral communication and vocabulary building on a topical basis. Prerequisite: German 103 or its equivalent.

Upper Division**German 301. Introduction to German Literature (I)**

An overview of German literature from the Middle Ages to 1800.

German 302. Introduction to German Literature (II)

An overview of German literature from 1800 to the present.

German 401. Studies in Twentieth Century Narrative

The course concentrates on the works of the following major German writers: Thomas Mann, H. Boell, U. Johnson, and G. Grass.

German 402. The German Short Story

Readings in some of the most recent anthologies of German short stories, especially those useful in teaching second year German classes. This course introduces students to a variety of major German authors and will also prepare future teachers for the task of leading second year German classes. Prerequisite: Upper division fluency.

German 409. Advanced German Syntax

A course in written and verbal stylistics with emphasis on German syntax.

German 410. Introduction to German Linguistics

An introduction to conventional and theoretical linguistics with a contrastive approach to German and English structure.

German 414 (formerly German 312). German Phonetics

An analysis of the German sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the German and English languages.

SPANISH COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit. Roman numerals indicate the quarter in which the course is offered, e.g., an "I" means course is offered during the first, or fall, quarter.

Lower Division**Spanish 101. Introductory Spanish I**

Fundamentals of Spanish grammar. Oral drills, reading, written exercises. Two hours of independent laboratory practice per week. Students with only one year of high school Spanish should enroll in this course.

Spanish 102. Introductory Spanish II

A continuation of Spanish 101. Oral drills, reading of selected texts, written exercises. Two hours of independent laboratory practice per week. Prerequisite: Spanish 101, or two years of high school Spanish or the equivalent.

Spanish 103. Introductory Spanish III

A review of fundamentals. Reading of selected texts, translation and conversation. Two hours of independent laboratory practice per week. Prerequisite: Spanish 102, or three years of high school Spanish or the equivalent.

Spanish 201. Intermediate Spanish Grammar I

Composition and conversation. An intensive review of Spanish grammar with extensive practice in oral and written expression. Independent laboratory work, poetry and prose selections. Prerequisite: Spanish 103, or four years of high school Spanish or the equivalent.

Spanish 202. Intermediate Spanish II

A continuation of Spanish 201, designed especially to prepare students for upper division work in language and literature.

Spanish 210. Conversational Spanish

A course designed to develop fluency in oral communication and vocabulary building. Conversations in small groups and discussion of a wide range of topics taken from contemporary issues and true life situations, literature, and cultural concerns. Prerequisite: Spanish 103 or its equivalent.

Spanish 299. The Mexican-American and Education Today (3)

A study of the Mexican-American's attempt to succeed in post-secondary education today and the influence exercised by the Mexican-American himself on this process. Emphasis on communication, career planning, special programs, and the quest for identity.

Upper Division**Spanish 300 (formerly Spanish 419). Hispanic-American Culture and Civilization**

The development of Hispanic American culture and civilization from its beginning to the present day. To receive credit towards the major, assignments and presentations must be in Spanish. Course given in English.

Spanish 301. Introduction to Spanish Literature I

An overview of Spanish literature from the *Cantar de Mio Cid* to Calderón. Prerequisite: Spanish 202 or the equivalent.

Spanish 302. Introduction to Spanish Literature II

An overview of Spanish literature from the ideological renewal of the 18th century to the present.

Spanish 303. Introduction to Hispanic American Literature

An overview of Hispanic American literature from the Pre-Columbian Literatures through the struggle for independence to modern times.

Spanish 310 (formerly Spanish 110). Spanish for the Spanish Speaking

Study of the Spanish spoken in the Southwest with particular attention to the linguistic, social, and cultural determinants. Emphasis on the Spanish of the San Joaquín Valley.

Spanish 311. Advanced Spanish Grammar

An intensive review of Spanish grammar. Designed especially for those planning to teach. Drills, vocabulary building, proficiency in the written and spoken language.

Spanish 315. Art of Translation

Rendering English texts into fluent Spanish through demonstrations and practical exercises to gain verbal and written mastery of both languages.

Spanish 400. History of the Spanish Language

The study of the linguistic changes in the evolution of Spanish from Vulgar Latin.

Spanish 401. Cervantes: *Don Quijote* I

Background of the novel to Cervantes. Textual reading and examination of *Don Quijote*, Parts I and II.

Spanish 403. Spanish Literature of the Golden Age: Theatre

The pre-lopistas, Lope, Tirso, Alarcón, Calderon, and contemporaries.

Spanish 404. Spanish Literature of the Golden Age: Poetry

Garcilaso, the mystics (San Juan, Santa Teresa), Lope, Góngora, Quevedo, and contemporaries.

Spanish 405. Spanish Literature of the Golden Age: Prose

Selected prose writers, except Cervantes: Quevedo, Alemán, Gracián, and others.

Spanish 406. Renaissance of Prose in the 19th Century

Reading of representative authors: Palacio Valdés, Alarcón, Valera, Pereda, Pardo Bazán, Alas, Galdós.

Spanish 407. Literary Currents of the 19th Century

Contumbrismo, Romanticismo, Realismo, Naturalismo, and Modernismo.

Spanish 408. The Generation of '98: Reawakening of the Spanish Conscience

A study of the representative works of Azorín, Baroja, Unamuno, Valle-Inclán, Machado, Benavente, and others.

Spanish 409. Advanced Spanish Syntax

A course in written and verbal stylistics with emphasis on Spanish syntax.

Spanish 410. Introduction to Spanish Linguistics

An introduction to conventional and theoretical linguistics, with a contrastive approach to Spanish and English structure.

Spanish 411. Spanish Novels of the 20th Century: Alienation, Commitment, and Protest

The representative authors of the contemporary period in Spain.

Spanish 412. Spanish Theatre and Poetry of the 20th Century: Love, Symbolism and Anguish

Works of representative authors of contemporary Spain.

Spanish 414 (formerly Spanish 312). Spanish Phonetics and Pronunciation

An analysis of the Spanish sound system and intonation patterns. Intensive laboratory practice. Contrastive aspects of the English and Spanish languages.

Spanish 415. The Hispanic-American Novel

The works of Blest Gana, Isaacs, Altamirano, Barrios, Galves, Azuela, Gallegos, Rivera.

Spanish 416. Contemporary Hispanic-American Poetry

Aesthetic pronouncements and movements. Reading of representative poets: Vallejo, Mistral, Agustini, Storni, Ibarbourou, Neruda and the New Generation.

Spanish 417. Modernismo and the Aesthetic Emergence of Hispanic America

From the pre-modernistas (Martí, Guitiérrez, Nájera, Silva, del Casal) to Rubén Darío and others.

Spanish 418. The Contemporary Hispanic-American Novel: Commitment, Protest, and Violence

Experimental works of Rulfo, Yáñez, Fuentes, Cortazar, Vargas Llosa, García Márquez, and Asturias.

Spanish 420. Barrio Spanish

An in-depth view of the linguistic, cultural, and psychological facets of ghetto Spanish.

Spanish 490. Senior Seminar in Spanish (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of Spanish to student's minor field of study. Prerequisite: Senior standing and consent of instructor.

Spanish 495. Workshop in Mexican-American Literature

A workshop designed to make the Spanish speaker aware of his language, history, and cultural heritage. Analysis, discussion and laboratory work dealing with the problems associated with writing about and by the Mexican-American in the United States.

Spanish 499. Individual Study (1-5)

Admission with consent of Department Chairman and Dean of Humanities.

SPECIAL COURSES

Foreign Language 280. Independent Study (1-5)

Designed to meet the needs of students wishing to do work in Classical and other languages not formally offered by CSB. Study under guidance of a professor. May be taken at successive levels until proficiency is attained.

Foreign Language 380 Independent Study (1-5)

Designed to meet the needs of students who have some competency in a foreign language and who need supervision on an upper division level to enable them to utilize this competency in their studies. Study may be on an individual basis under the guidance of an instructor. May be taken on successive levels. Students may acquire the ability to meet the foreign language proficiency requirement, use it in research, or in preparation for satisfying the language requirement in a Master's program.

Humanities 395.

- A. *Don Quijote* in translation.
- B. F. Garcia Lorca: Poetry and Drama in translation.
- C. Dante and his Times: Prelude to Poetic Development in Spain and England.
- D. Dante's *Divina Commedia*.
- E. Hispanic-American Novel: Alienation, Commitment, Protest, and Violence.
- F. Twentieth Century Spanish Novel in Translation.
- G. The theories of Love in the *Medioevo*: *El libro de buen amor*, *La Celestina* in conflict with Dante's and Cervantes' theories of love.

Education 425.04. (See Department of Education)

HISTORY DEPARTMENT

The undergraduate curriculum in History consists of courses divided into four interlocking but distinct parts. History 101 is designed to allow the student to experience what history is, how it works, and its value relationship to the contemporary world.

History courses 200-299 are developmental courses designed for History majors, for students who wish to satisfy another five hours of their General Education requirements in history, and for students interested in the subject matter for other reasons. History courses numbered 300-399 are courses primarily for students with at least junior standing but are open to sophomore students with permission of the instructor. Courses numbered 400-499 are courses on the junior and senior level, not open to sophomores, which may give graduate credit for graduate students. They may be conducted in an interdisciplinary way with the cooperation and help of the appropriate department. History 499 may be taken only with the consent of the Department Chairman and the Dean of Humanities. History 490, Senior Seminar, may be taken only by senior majors.

Students planning to major or minor in History are urged to pursue their study of a foreign language beyond the school-wide proficiency requirements.

Successful completion of either History 231 or History 355 will count toward the satisfaction of both American History and United States Constitution as required by the State of California American Institutions requirement which is outlined on page 48 of this catalog. Courses which satisfy only the American History requirement are History 232, 356, 357, 358, 365, 445, 446, 465 and 466. Courses which satisfy both the American History and the California State and Local Government requirement are History 370 and 371.

History Major Requirements

The minimum requirements for a History major are:

- A. Satisfactory completion of two lower division courses.
- B. Seven upper division courses including the Senior Seminar, History 490.
- C. Satisfactory completion of an acceptable minor
- D. Three-quarter equivalent foreign language proficiency. Note: This requirement will be waived for any student who has begun his college work prior to the opening of CSB.

Students majoring in history must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for Major."

History Minor Requirements

The minimum requirements for a History minor are:

Three History courses, two of which must be upper division.

THE MASTER OF ARTS DEGREE IN HISTORY

Admission to the Program

A person seeking an M.A. in History must first apply to the Office of Admissions and Records for general admission. Upon acceptance by the College the student will be considered an UNCLASSIFIED graduate student until he is classified by the Graduate Committee of the History Department. Acceptance by the College does not constitute acceptance in an M.A. program. The student should notify the History Department as soon as possible of his intention to apply for CLASSIFIED status and to ensure the assignment of a graduate advisor. The graduate advisor will ordinarily represent the same field of history as the student's concentration.

UNCLASSIFIED STANDING

Unclassified standing is automatically accorded a person who possesses an earned baccalaureate degree or its equivalent from an accredited institution. The student must be in good standing and eligible to return to the institution last attended.

CLASSIFIED STANDING

Classified standing is accorded when the student has satisfied the following criteria:

1. Possession of an earned baccalaureate degree or its equivalent from an accredited college or university; good standing at and eligibility to return to the institution last attended.
2. Completion of an undergraduate history major or its equivalent.
3. Presentation of an overall 3.0 grade point average for the last 90 quarter units (60 semester units) of his undergraduate study and a 3.25 grade point average in all upper division and graduate history courses taken prior to the application for classified standing.
4. Achievement of a satisfactory Graduate Record Examination score in both the Professional Aptitude Test (minimum 60th percentile verbal position) and the Advanced History Test.
5. Completion, after the baccalaureate degree has been conferred, of no fewer than 15 quarter units of graduate work at the 500- level acceptable to the Graduate Committee. No more than 15 quarter units of post-baccalaureate credit taken prior to classification may be applied to the 45-50 total unit requirement for the M.A. degree. In order to avoid the danger of taking inadmissible courses, the student is required to take only courses approved by his graduate advisor. A student with an exceptional undergraduate academic record may wish to apply to the Graduate Committee for classified status before completing the minimum 15 quarter units.
6. Submission to the Graduate Committee of an application for classification, available from the department office, for an M.A. program. The student will then, in consultation with his graduate advisor, submit to the Graduate Committee and the Dean of the School of Humanities an M.A. study program.

Degree Programs

There are two plans for the M.A. in History. The Thesis Plan, which lends itself to research and independent study, is designed primarily for the student who expects to continue advanced study at a university. The Comprehensive Examination Plan is best suited for those who want a broad, rather than specialized, background in history and who do not ordinarily plan to pursue a higher degree. It is intended primarily for teachers of history at the secondary and junior college levels. The student may later change his Plan, but only after the submission and approval of a new M.A. study program.

1. The Thesis Plan candidate must complete History 501; complete a graduate major area concentration (15 quarter units) and minor area concentration (10 quarter units); complete 10 quarter units of upper division or graduate level elective courses in history or complementary fields; complete 5 quarter units of graduate research seminar in the major area of concentration; complete a research thesis (History 699); pass an oral examination on both the thesis and the major area of concentration; and pass a foreign language examination administered by the Educational Testing Service of Princeton, N.J., or pass a special language course for M.A. candidates. Students engaged in quantitatively oriented research may choose to pass an elementary statistics course or challenge a Department of Mathematics examination as a substitute for the language requirement. Students who intend to pursue a Ph.D. degree at a university should also keep in mind the language requirements for that degree.
2. The Comprehensive Examination Plan candidate must complete History 501; complete a graduate major area concentration (10 quarter units); complete 25 quarter units of upper division or graduate level elective courses in history or complementary fields; complete 1-5 quarter units of independent study (History 698) in preparation for the comprehensive examinations; forward two graduate seminar papers to the examination committee as evidence of research and writing competence; and pass two examinations: a written examination in the area of major concentration, and an oral examination.

Advancement to Candidacy

A classified graduate student demonstrating completion of the following will be advanced to candidacy.

1. Maintain a 3.25 history grade point average and an overall 3.0 grade point average in all the course work set forth in the student's M.A. program.
2. Satisfy one of the following plans:
 - A. Thesis Plan
 - (1) A total of forty-five quarter units of approved post-baccalaureate credit, and
 - (2) Filing of an approved master's thesis.
 - B. Comprehensive Examination Plan
 - (1) A total of fifty quarter units of approved post-baccalaureate credit, and
 - (2) Passing a department examining committee's written and oral examinations.
3. Graduate Committee certification to the Dean of the School of Humanities that the student has satisfied all degree requirements.

Credits Acceptable Toward Degree

1. A total of forty-five units are required for the Thesis Plan of which thirty-five units must be graduate work.
2. A total of fifty units are required for Comprehensive Examination Plan of which twenty-five units must be graduate work.
3. A maximum of five quarter units is allowed for thesis research or for independent study preparing for the comprehensive examinations.
4. Thirty-six quarter units of 500 and 600 course offerings must be completed in residency, and may include summer courses.
5. A maximum of nine quarter units may be transfer, extension, or credit by examination.

Limitations and Other Requirements

1. No grade lower than a C may be counted toward the M.A.
2. Credit/No-Credit courses may not be used.
3. A student who has attained CLASSIFIED status may not pursue the M.A. degree piecemeal. He is required to register for course work each quarter. A student who has only his comprehensive examinations or thesis to complete may enroll in History 698 or 699 to maintain his residency. A student may apply for a formal leave of absence if extenuating circumstances prevent him from continuing residency.
4. The M.A. candidate has five years from the date of his classification to complete all the requirements for the degree. He may request an extension if there are extenuating circumstances.

Courses

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

History 101. Case Studies in the Historical Method

This course is designed to accomplish three related objectives: to study ways in which historians come to their conclusions and present them; to investigate the claim that History is capable of providing an accurate evaluation of the past; and to show how such work can affect the views of reality held by individuals, groups, nations and civilizations.

As the means of accomplishing these objectives, each section of the course will utilize a selected topic or time period as a case study. The relationship of history to the problems of the contemporary world will be taken fully into account.

History 202. European History Through the Middle Ages

An analytical survey of the ancient Meditterrean world and the development of Europe out of the remnants of the Roman Empire through the Fifteenth Century.

History 204. Europe Since the Renaissance

Political, social, cultural, economic, and ideological developments in Continental Europe from the Renaissance to the present.

History 211. Reform and Revolution in Latin America

Introduction to Latin American history. Topics in modernization using Mexico, Cuba, Bolivia, and Guatemala as case studies.

History 221. East Asia

An introduction to the pre-modern cultures of East Asia: an analysis of the political, social, religious, and philosophical development of Japan, Korea, and Annam in terms of each nation's historical and cultural dependence upon Chinese civilization.

History 222. East Asia

An introduction to post 1800 China, Japan, Korea, and Vietnam in terms of each nation's confrontation with and response to the forces of imperialism, nationalism, and revolution.

History 231. Survey of American History to 1865

The colonial foundations; political, economic, social and cultural developments in the emerging United States; the early agrarian republic, the Civil War.

History 232. Survey of American History Since 1865

Reconstruction; problems of an increasingly urban and industrialized society; the United States in World Affairs.

History 277. Lower Division Special Topics

Group investigation of a specific era or topic with individual research work, papers, and/or examinations as the instructor may require; consultation with instructor necessary prior to registration. Limited to one five hour credit course for any area or topic.

Upper Division**History 301. Greece**

Developments in Greek Civilization from early times to the reign of Justinian.

History 302. Rome

The rise, decline and fall of Roman power from the Italian Expansion to the Successor States.

History 303. Medieval Europe, 500–1100

European social, economic and political developments from the fall of Rome to the 12th century.

History 305. The Renaissance

Major figures and movements of the Renaissance.

History 306. The Reformation

Principal trends and figures in the Reformation and the Counter Reformation.

History 307. The Scientific Revolution

The Age of Science and Reason.

History 308. Europe 1815–1914

Political, social, economic and cultural development of Continental Europe from the Congress of Vienna to the outbreak of World War I.

History 309. Europe Since 1914

The European nations in two world wars, use and character of totalitarian movements, social and economic developments, new intellectual currents, revolt of Asia and Africa against European dominance.

History 310. Germany from Charlemagne to Frederick the Great

A study of the emergence of the German state from its feudal origins to the 18th century, with special emphasis on the role of the bureaucratic and military establishments.

History 311. Modern Germany

An examination of the social, cultural, and political background to the failure of democracy and the rise of Fascism in 19th and 20th century Germany.

History 312. The Hapsburg Empire

The political, social and economic history of the Hapsburg Empire in modern times.

History 313. Modern Italy

A survey of modern Italian history since 1815.

History 314. Modern France

Political, social and cultural development of France from the Revolutionary Era to the present.

History 315. England, 1485-1783

Political, economic, social and constitutional development of the British Isles from Tudor era to the end of the American Revolution.

History 316. England, 1783 to the Present

Political, economic, social and constitutional development of modern Britain; the role of Britain in modern European history.

History 320. Medieval Russia

From earliest times to the accession of the Romanovs.

History 321. Tsarist Russia

From the accession of the Romanovs to the Revolution.

History 322. Soviet Russia

Domestic affairs and international relations, 1917 to the present.

History 325. Traditional China

Chinese civilization and history through the 18th century, with emphasis given to China's philosophical and religious traditions and the attendant social, political, and economic institutions.

History 326. Modern China

An historical analysis of 19th and 20th century social, intellectual, and political trends in China which will focus on the internal and external forces which produced the present political system as an historical product of China.

History 330. Traditional Japan

Analysis of the political, intellectual and institutional history of Japan prior to the coming of the West.

History 331. Modern Japan

Evaluation of the political, social, intellectual, and institutional history of Japan from the time of the coming of Commodore Perry to the present.

History 336. Southwest Asia from the Expansion of Islam to Modern Times

Genesis and use of the Islamic Civilization, the Ottoman Empire, Western influences, the use of independent Arab states, formation of Israel, and political-international developments in the Middle East since World War II.

History 341. Colonial Latin American History to 1830

The historical evolution of Latin America from the coming of the Spaniards and Portuguese to the Colonial period and Wars of Independence.

History 342. Modern Latin America Since 1830

The historical evolution of Latin America in the 19th and 20th centuries.

History 345. History of Colonial Mexico

The historical evolution of Mexico from Pre-Columbian times through the coming of the Spaniards and the Colonial period to the War of Independence.

History 346. History of Modern Mexico

The political, economic, social, and cultural development of the peoples of Mexico in the 19th and 20th centuries.

History 347. The Latin American Mind

Intellectual and cultural evolution of the Americas. Special emphasis given to the novel as a social document.

History 348. Inter-American Relations

The evolution of the concept of an American Hemisphere, and the role of the United States in Latin America.

History 349. Brazil

Discussion of both racial and social amalgamation and the process of modernization in Latin America's largest nation.

History 351. Colonial America, 1600–1750

Beginnings of English colonization, Puritanism and the southern slave system. Political, social and economic development of the colonies to 1750.

History 352. Revolutionary America, 1750–1789

Mercantilism and imperial politics. Background and theory of the American Revolution. Politics under the Confederation and origins of the Federal Constitution.

History 355. Early National Period, 1789–1828

Origins of political parties and a national political life. Economic, social and foreign policy problems in the first four decades of the new Republic.

History 356. Era of Sectional Conflict, 1828–1877

The age of Jackson; Manifest Destiny; the Old South; the Civil War; Reconstruction.

History 357. Emergence of Industrial America, 1877–1920

Development of a complex modern society and the resultant domestic and international tensions.

History 358. Urban America, 1920 to Present

American society during depression, prosperity, and world responsibility.

History 365. The Mexican-American in United States History

The experience and heritage of the Mexican-American in the United States.

History 370. Early California

Discovery, exploration, and early settlement of Alta California; the Spanish, Mexican periods; American period to the end of the Gilded Age; customs, habits, ideals.

History 371. Modern California

Social, cultural, economic, and political development of California from 1900 to the present.

History 373. Kern County History

Study of Kern County History for its own sake and as a microcosm of Western United States history. Field work.

Humanities 374. History of Christian Thought I

See listing under Department of Philosophy and Religious Studies for course description and prerequisites.

Humanities 375. History of Christian Thought II

See listing under Department of Philosophy and Religious Studies for course description and prerequisites.

History 420. The Social History of Ideas: The Rise of the Critical Spirit

An analysis of modern European thought and values in their social and institutional setting, through the Enlightenment.

History 421. The Social History of Ideas: The Limits of Reason

An analysis of European thought and values in their social and institutional setting, from the Romantic period to the present.

History 430. Overseas Expansion of Europe to 1815

The development of European World hegemony from the Renaissance to the end of the Napoleonic Era.

History 431. Imperialism

The theories, movements, and structures used by the European powers in their relations with non-European peoples from 1815 to about 1960 and reactions to these situations.

History 440. United States Diplomatic History to 1901

Examination of changes in U.S. world role from independence to the Spanish American War.

History 441. United States Diplomatic History, 1901 to Present

Growth of America's position from isolation to world authority.

History 445. Westward Movement to 1848

Problems of American migration westward; the challenge of free land; effects of frontier environment upon the culture of the West.

History 446. Westward Movement Since 1848

Role of the West in United States development; patterns of settlement; problems of physical and social mobility; economic growth.

History 450. Economic History of the United States

The history of the economic development of the United States and its impact on social and political institutions.

History 453. History of the City

The evolution of urban communities.

History 455. American Social and Cultural History, 1607-1800

Selected topics showing change, social and cultural development in colonial America and agrarian United States.

History 456. American Social and Cultural History, 1800-1900

Social tensions and cultural changes in Industrial America; end of American adolescence; problems of social and cultural maturity.

History 460. American Intellectual History to 1800

Old World Traditions in New World Conditions; development of the American character; origins of the American Mind.

History 461. Intellectual History of the United States, 1800–1900

Development of an American intellectual tradition; leading values and ideas in a predominantly rural and agrarian society; impact of Romanticism, early industrialization, Darwinism, Pragmatism, and Progressivism.

History 462. Intellectual History of the United States Since 1900

The modern American mind in a technological age; intellectual impact of urbanization, mobility, race, war, consumer society; problems of ideology.

History 465. History of Black America to 1865

The history of black Americans during the slavery era: African origins, the slave trade, slavery during the colonial and national periods, the Civil War and emancipation.

History 466. History of Black America Since 1865

The struggle for equality since the Civil War: reconstruction, the rise of Jim Crow, black organizations, the Harlem Renaissance, Negroes in depression and war, the civil rights and black power era.

Humanities 470. Aspects of the Relationships Among Art, Literature, and History

Seminar in the values and limitations in the presentation of history as a story.

History 471. Aspects of the Relationship Between History and Behavioral Sciences

Seminar in use of the quantitative method in history; the role of statistics and computers in the gathering and interpretation of historical data, interrelationship of history with the behavioral sciences.

Intds 472. History of Scientific Thought.

Seminar in selected areas in the aspects of scientific thought.

History 477. Special Topics

Group investigation of a specific era or topic with individual research work, papers, and/or examinations as the instructor may require; consultation with instructor necessary prior to registration. Limited to one five hour credit course for any area or topic.

History 490. Senior Seminar (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of history to student's minor field of study. Prerequisite: Senior standing and consent of instructor.

History 499. Individual Reading (1–5)

Admission with consent of Department Chairman and Dean of Humanities.

Graduate Courses

Note: Enrollment in graduate seminars may be at the discretion of the instructor.

History 501. Historiography

The development of history as a distinct discipline, and the themes and approaches used by historians.

History 525. Reading Seminar in European History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 535. Reading Seminar in Asian History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 545. Reading Seminar in Latin American History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 555. Reading Seminar in American History

Reading in selected topics to be announced each quarter. May be repeated if subject matter different.

History 602. Research Seminar in European History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 604. Research Seminar in Asian History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 606. Research Seminar in Latin American History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 608. Research Seminar in American History

Research in selected topics to be announced each quarter. May be repeated if subject matter different.

History 695. Individual Reading (1-5)

Admission with consent of instructor and the Graduate Committee.

History 698. Comprehensive Examination (1-5)

May be repeated to a maximum of 5 quarter units.

History 699. Master's Thesis (1-5)

May be repeated to a maximum of 5 quarter units.

PHILOSOPHY AND RELIGIOUS STUDIES DEPARTMENT

The department offers a program in Philosophy leading toward either a major or a minor, and a program in Religious Studies leading toward a minor. Various courses offered under the auspices of the department can also be taken either toward fulfillment of General Education requirements or as electives.

Philosophy Major Requirements

The minimum requirements for a Philosophy major are:

A. Nine courses in the Department, including:

1. Lower division courses:

Philosophy 201. Ethics

2. Upper division courses:

Philosophy 302 and 303 (History of Philosophy I and II), plus one course from *each* of the following groups:

Group A

Philosophy 304. Aesthetics

Philosophy 308. Contemporary Ethical Theory

Intds. 333. Political Philosophy and Thought

Group B

Philosophy 450. Metaphysics

Philosophy 305. Philosophy of Religion

Philosophy 310. Existentialism and Phenomenology

Philosophy 334. American Philosophy

Group C

Philosophy 306. Advanced Logic

Philosophy 307. Epistemology

Philosophy 309. Linguistic Analysis

Philosophy 331 or 332. Philosophy of Science

3. Two additional electives, which may be in Religious Studies, plus the Senior Seminar (Philosophy 490).

B. An acceptable minor in a related department (Religious Studies may not be used as a minor by Philosophy majors)

C. Foreign language: Third-term equivalent competency. Note: This requirement will be waived for any student who has begun his college work prior to the opening of CSB.

Students majoring in Philosophy must also meet the general requirements for a major within the School of Humanities as noted in the section entitled "General Requirements for a Major."

Philosophy Minor Requirements

Four courses: including Philosophy 101, 102 and two upper division, acceptable to the major department.

PHILOSOPHY COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Philosophy 101. Introduction to Philosophy

What philosophy is and does, as disclosed by examining selections from classical, modern, and contemporary philosophers. Typical problems within major areas are studied: epistemology, metaphysics, etc. The effort is made, via a combined historical-topical approach, to show how philosophy is related to man's perennial problems and to the student's total curriculum.

Philosophy 102. Logic

The fundamentals of valid reasoning, both in philosophy and in discourse generally. Part One examines meaning, sign and symbol, validity vis-a-vis truth, and definition. Part Two studies deductive reasoning. Part Three presents induction and scientific method. This course satisfies one half of the Basic Subjects portion of the College's General Education requirement.

Philosophy 201. Ethics: Moral Questions in a Changing Society

A study of ethical thinking and of the chief ethical standards. Stress is placed on an analysis of several urgent ethical issues of our time and on the action-guides available concerning such issues as violence, capital punishment, "just war," suicide and elective death, sexual ethics, abortion, and human transplantations. Lecture and discussion.

Upper Division

NOTE: Philosophy 101 or its equivalent is ordinarily a prerequisite for all upper division courses, but this requirement may be waived upon consultation with the instructor of the course.

Philosophy 302. History of Philosophy I

A study of the development of Western philosophy from its Greek origins to the end of the Middle Ages. The course concentrates on Plato, his predecessors and successors. Prerequisite: Philosophy 101.

Philosophy 303. History of Philosophy II

A study of philosophical movements from the Renaissance to the end of the nineteenth century. The course concentrates on Kant, on the empiricism and rationalism which preceded Kant, and on the main post-Kantian developments. Prerequisite: Philosophy 101.

Philosophy 304. Aesthetics: The Study of the Beautiful

An examination of the main problems of aesthetic creation, contemplation, and criticism, including an analysis of aesthetic experience and of the work of art. The course seeks to show the meaningful relations between philosophy of the arts and such parallel fields as painting-sculpture, psychology and sociology, speech, drama and literary criticism. Lectures and discussions.

Philosophy-Religious Studies 305. Philosophy of Religion

A study of both classical and contemporary problems of religion: the nature of religion, and of religious experience; God and contemporary views of the arguments for God's existence; faith vis-a-vis knowledge; the problem of evil in theism; the possibility of personal survival. Identical with Religious Studies—Philosophy 305.

Philosophy 306. Advanced Logic

Propositional calculus, lower functional calculus, logic of classes, functional calculus with identity and descriptions, axiomatic development of logic, theory of logical types, and philosophical concepts and problems related to logic. Prerequisite: Philosophy 102.

Philosophy 307. Theories of Knowledge

A study of the origins, nature and tests of knowledge as these have been expressed in classical and contemporary epistemologies. Problems of "knower" and "known" will be discussed in such a way as to relate specifically to the areas of the natural and social sciences, to aesthetics and religion. Prerequisite: Philosophy 102.

Philosophy 308. Contemporary Ethical Theory

Meta-ethical theories, concerned with the meaning and justification of ethical terminology; analyses of the concept of good, of obligation, of moral responsibility, and of praise or blame.

Philosophy 309. Contemporary Philosophical Analysis in England and America

The "revolution in philosophy" studied in the writings of leaders such as Austin, Wittgenstein, Ryle, Ayer, Quine in order to understand both the new methods of analysis and their application to the central problems of philosophy. Prerequisite: Philosophy 102.

Philosophy 310. Existentialism and Phenomenology

The various types of existentialist philosophies are examined in the writings of nineteenth century existentialists such as Kierkegaard, and Nietzsche, and present-day exponents, Heidegger, Jaspers, Sartre, Camus, Marcel, and Tillich.

Philosophy 331. Philosophy of Science I

A study of the central issues in the methodology of the natural sciences, with focus on the nature of scientific explanation, the discovery and validation of scientific hypotheses, the structure and function of laws and theories, and the principles governing concept formation. Emphasis on the Natural Sciences. Prerequisite: Philosophy 102. Some background in mathematics or the natural sciences is also recommended.

Philosophy 332. Philosophy of Science II

A continuation of Philosophy of Science I. Emphasis on the social sciences. Prerequisite: Philosophy 102. Some background in mathematics, sociology and/or psychology is recommended. Philosophy 331 is not a prerequisite.

Intds. 333. Political Philosophy and Thought

An analysis of the basic theories of the nature and role of social and political life. Historical positions such as those of Plato, Aristotle, Hobbes, Locke, Mill, Hegel, and Marx are examined to bring to light the concepts of "right", "equality", "justice", "obligation", and "utility". Prerequisite: Philosophy 201 or one advanced course in political science.

Philosophy 334. American Philosophy

Selections from writings of the leading American philosophers, Peirce, James, Royce, Dewey and Whitehead will be studied chiefly in seminar discussions. The course aims to show the relevancy of these giants to (1) the problem of human value vis-a-vis the ethical neutrality of science and technological power; (2) the loss of community; (3) the search for a "decent human life" via education, ecology, political power, etc.

Philosophy 335. Typical Philosophies of Life

A study of constituent elements in a philosophy of life and of various types of value systems, classical and contemporary. Following an examination of certain representative philosophies of life—e.g., Albert Einstein, Mahatma Ghandi, Albert Schweitzer, Bertrand Russell—an effort is made to develop a personal philosophy of life by members of this class. Lecture and discussion.

Philosophy—Religious Studies 343. Oriental Philosophy

A study of the high philosophical traditions of the East, particularly of India and China. For India, the various schools of Vedanta and the philosophies of such moderns as Aurobindo and Radhakrishnan, and, for China, the Confucian, Taoist, and neo-Confucian schools will be stressed. Attention will be given to the oft-noted contrasts between Indian and Chinese philosophy and between Oriental and Western philosophy. Also offered as Religious Studies—Philosophy 343.

Philosophy 450. Metaphysics: The Search for Reality

A critical examination of certain classical attempts at creating world-views as represented in idealism, realism, and naturalism, etc., followed by a study of contemporary methods and problems in metaphysical thinking. Prerequisite: Philosophy 101 and Philosophy 302.

Philosophy 477. Special Studies in Philosophy

Topics to be offered will be announced prior to registration. Limited to one five hour credit course in any one area.

Philosophy 490. Senior Seminar (6)

Consideration of the nature of the discipline. Integration of materials from other courses. Relation of philosophy to student's minor field of study. Prerequisite: Senior major.

Philosophy 499. Individual Study (1-5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of Department Chairman and Dean of Humanities.

RELIGIOUS STUDIES

The program in Religious Studies is designed to meet the interests of students who live in a pluralistic society and wish to study the role played by religion in the lives and cultures of men. The program includes courses of two general types: those which explore the history and literature of particular religions, for example, Judaism, Christianity, Islam, Buddhism, and Hinduism; and those which examine the nature and function of religion, e.g., psychology, sociology, and philosophy of religion. The aim is to be not merely relevant, but substantial. Hence, the same analytical and critical capacities of philosophical study will be applied to the study of man's religions.

Religious Studies Minor Requirements

Four courses: either two lower division and two upper division, or one lower division and three upper division courses.

RELIGIOUS STUDIES COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division**Religious Studies 101. Introduction to Religion: The Religious Quest of Man**

A study of the nature and function of religion. Some of the basic concepts in religious thought and life—e.g., God, immortality, guilt, worship—are examined. The course also includes an analysis of such concepts as nirvana, satori, heaven and hell, reincarnation, karma, the sacraments, etc. Specific Eastern and Western religious traditions are explored.

Religious Studies 220. Living World Religions I: Western

A study of the history and literature of three Western religions, Judaism, Islam, and Christianity. The scriptures of each religion are examined, and an analysis is conducted of their main beliefs, moral stance, and the cultural patterns they have created.

Religious Studies 221. Living World Religions II: Eastern

A study of Hinduism, Buddhism, Confucianism, and Taoism, the four great religious traditions of the Orient. The central beliefs and the ways of life which each of these have generated will be examined.

Upper Division

NOTE: Religious Studies 101 is ordinarily a prerequisite for all upper division courses, but this may be waived upon consultation with the instructor of the course.

Religious Studies 301. Old Testament

The history, literature, and religion of ancient Israel and early Judaism. Attention will be given to the priestly and prophetic movements from the exodus to the exile. The rise of apocalyptic and wisdom literature in the post-exilic period will also be discussed.

Religious Studies 302. New Testament

The history, literature, and religion of early Christianity considered against the background of the Greco-Roman world and culture. The gospels and epistles of the New Testament will be analyzed and discussed.

Religious Studies—Philosophy 305. Philosophy of Religion

A study of both classical and contemporary problems of religion: the nature of religion, and of religious experience; God and contemporary views of the arguments for God's existence; faith vis-a-vis knowledge; the problem of evil in theism; the possibility of personal survival. Identical with Philosophy—Religious Studies 305.

Religious Studies 310. Psychology of Religion

A study of the psychological dimension of religion, Western and Eastern. Attention will be given to various psychological theories of religion, including Freud, Jung, and James. The topics of religion and personal identity, religious experience, mysticism, and types of religious personalities will be examined. Lecture and discussion.

Intds. 313. Sociology of Religion

A study of the social dimension of religions, Eastern and Western. The various sociological theories of religion, including those of Durkheim and Weber, will be examined. Such topics as religion and social change, the social aspects of religious experience, and religious institutionalization will be studied. Particular attention will be given to the function of religion in contemporary secular societies. Lecture and discussion.

Religious Studies—Philosophy 343. Oriental Philosophy

A study of the high philosophical traditions of the East, particularly of India and China. For India, the various schools of Vedanta and the philosophies of such moderns as Aurobindo and Radhakrishnan, and, China, the Confucian, Taoist, and neo-Confucian schools will be stressed. Attention will be given to the oft-noted contrasts between Indian and Chinese philosophy and between Oriental and Western philosophy. Also offered as Philosophy—Religious Studies 343.

Religious Studies 344. The Philosophies and Religions of China

A history of the Chinese philosophical and religious traditions, from Confucius to Mao Tse-tung. Particular stress will be placed on the Confucian, Taoist, and neo-Confucian schools of thought. Chinese Buddhism of the Ch'an (Zen) and Pure Land schools will be briefly treated. Mao's *Little Red Book* will be examined.

Religious Studies 346. The Hindu Tradition

The history of the origins and development of Hindu religion and philosophy. Particular attention will be given to the great classics such as the *Upanishads* and *Bhagavadgita* and to the Yoga and Vedanta philosophies. The latter part of the course will concentrate on contemporary Hinduism—from the popular religion of the peasant to the sublime evolutionary philosophy of Aurobindo.

Religious Studies 347. The Buddhist Tradition

The history of the origins and development of Buddhist religion and philosophy. The varieties of Buddhism in India, China, Japan, Tibet, and other Asian countries will be examined. From the Buddha to Nichiren, from the Tantra to Zen, from the Cemetery meditation of the ascetic to the Nembutsu of the lay devotee, from the ancient Pali scriptures to the gohonzon of the new Japanese Buddhism—all phases of the religion will be explored.

Humanities 374. History of Christian Thought I

Theological and philosophical issues involved in the development of Christian thought from Saint Paul through the Middle Ages. An analysis of the thought of some of the following is included: Irenaeus, Tertullian, Origen, Augustine, Anselm, Abelard, Thomas Aquinas, Duns Scotus and William of Ockham. Prerequisite: Philosophy 101 or Religious Studies 101.

Humanities 375. History of Christian Thought II

An examination of the development of Christian thought from the Middle Ages through the 19th century. Prerequisite: Philosophy 101 or Religious Studies 101.

Religious Studies 380. Contemporary Religious Thought and Movements

An exploration of the present-day trends in religion, especially in America. Attention will be given to such topics as secularization, radical theology, the growing influence of Eastern religions in the West, the Jesus movement, and the rise of interest in the occult. The course will seek to examine Protestantism and Catholicism in transition and the ecumenical movement.

Religious Studies 400. Mythology and Symbolism

An exploration of the nature, function, and types of mythology and symbolism in religion. Such topics as mythology and truth, symbol and reality, and literalism versus symbolic modes of comprehension and expression will be studied. Source readings will be drawn from the world religions.

Religious Studies 410. The Mystical Consciousness

An exploration of mystical experience, drawing on Eastern and Western sources. The nature of the mystical experience, its chief characteristics, and its relationship to other states of consciousness including drug-induced experiences, will be studied.

Religious Studies 477. Special Studies in Religion

Topics to be offered will be announced prior to registration. May be taken more than once, but limited to one five hour credit course in any one area or topic.

Religious Studies 499. Individual Study (1-5)

Individual program with regular consultations and/or examinations as instructor may require. Admission with consent of Department Chairman and Dean of Humanities.

SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

The curriculum of the School of Natural Sciences and Mathematics rests on a conception of science as the study of the evolution of the environment, from particle to galaxy, from microbe to man. There are seen to be biological and physical components to the environment, and their study is reflected in the areas of biology and earth science. Both components have acted and reacted through time in accordance with the basic laws governing energy and matter, as studied in the areas of chemistry and physics. Mathematics provides the basis for understanding and expressing fundamental relationships and, through statistical probability, for handling populations. The health sciences deal with the applications of all of these to man.

The first goal for faculty and students is to insure an awareness of the relevancy of science in the modern world and an understanding of the necessity of science for solving present day problems as well as anticipating those of the future. The curriculum which prepares students for responsible participation in this process, at whatever level from casual observer to involved worker, must reflect the evolution of the scientific process from observation, through experimentation, to the development of models.

In view of the limited resources available to all institutions of higher education today, a second goal is to concentrate the resources of the School. In selecting specific areas of emphasis in which to excel, account must be taken of the total setting of the institution. "Nothing has marked recent history more than the increase in man's ability to change aspects of the natural world. It is . . . a moral obligation for the scientific establishment to devote itself in earnest to the study of ecosystems, both those of nature and those created by man . . ." (Dubos). This college is situated in an area where land use and population are changing rapidly and dramatically, in which wisdom in decision making based on a changing view, from conservation to ecology, is becoming heavily dependent on input of environmental information ranging from economic to scientific. Accordingly, the initial emphasis in each discipline is given to areas related to environmental interpretations and their implications for man's total health.

The School seeks to give breadth and depth to the meaning of the word environment, considering all of the conditions and forces that influence or modify the whole complex of climatic, edaphic and other physical factors as well as the biotic factors that act upon an organism or an ecological community and ultimately determine its form and survival.

A third goal is to provide a broad, liberal arts-based program which meets modern criteria being established at the national level. A primary consideration is to establish course work which will provide continuity for the student coming out of the inquiry-oriented courses in mathematics and the sciences in the secondary schools. Instruction reflects the influence of the "discovery" approach at all levels of the undergraduate curriculum. Flexibility of instructional programs is stressed. Lecturing is minimal, and is supplemented by individual learning opportunities. Laboratories are open-ended, and consist not of exercises but of investigative experiments, in part selected and designed by the student. Course work is laboratory and field oriented.

The curriculum in mathematics and in each area of the natural sciences is seen as a five-level spiral approach. The helix consists of an introductory course and a basic unit of courses at the lower division level, followed by a group of core courses at the junior level, and a smaller group of optional courses in the one or two selected areas of emphasis at the senior level, capped by research participation and the senior seminar. In nursing and the health sciences the limited lower division work is introductory, with a core of cognate science courses, an upper division core based on health problems and growth, and parallel clinical experience, followed by the Senior Seminar.

The program of this School reflects the desire of the new generation of students to learn for themselves, their greater maturity, and their disparate backgrounds. It places more responsibility for his own education on the student. At the same time, it places the instructor in a position to devote more time to the individual student by meeting him, not in a

group but as an individual or as a team member, thus giving the student access to the instructor as a resource as well as a fellow member of the academic community.

MAJOR REQUIREMENTS FOR STUDENTS IN THE SCHOOL OF NATURAL SCIENCES AND MATHEMATICS

Requirements for the Bachelor of Science degree are a minimum of eleven courses—fifty-five hours, in the major field of concentration (more in Health Sciences and Nursing), plus cognates. No minor is required.

1. The fifty-five hours may include both lower and upper division work.
2. The 100 course is recommended but not required.
3. At least three 300-level courses are required of all majors.
4. At least three other upper division courses are required. (Up to three upper division courses outside the major discipline may be substituted with approval of the advisor; e.g., biology for earth science majors interested in paleontology, or chemistry for biology majors interested in biochemistry.)
5. The Senior Seminar is required of all majors and Research Participation for most.
6. The field course required for majors in Biology or Earth Sciences may be substituted for one of the three required upper division courses.
7. Mathematical competence will be important for all students preparing for work in most fields of modern science. A course in computer science and a course in statistics are required. Competence in other cognate areas may also be required for specific majors.

MINOR REQUIREMENTS

Although no minors are required for the B.S. degree, certain minors are listed for those interested. The minor consists of 30 hours, including any three upper division courses.

GENERAL EDUCATION

Science requirement: three courses from at least two departments of the School of Natural Sciences and Mathematics. The three courses must include at least one 100 (Perspectives) course, which cannot be challenged by examination.

Basic subjects requirement: Mathematics 102 may be used to satisfy one half the College's basic subjects requirement by students who do not count the course toward the General Education science requirement.

Prerequisites

Prerequisites for courses may be the specific course(s) listed or the equivalent.

NONDEPARTMENTAL COURSES IN NATURAL SCIENCE AND MATHEMATICS

Physical Sciences 201. Principles of Physical Sciences (5)

Basic principles of the physical sciences. Laboratory investigation and scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Life Sciences 202. Principles of Life Sciences (5)

Basic principles of the life sciences. Laboratory investigation and scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Environmental Sciences 203. Principles of Environmental Sciences (5)

Basic scientific principles applied to environmental studies. Laboratory investigation and scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Honors 301. Honors in Mathematics and the Sciences (1)

A seminar in the current problems of science. For the mature, serious, and highly qualified student seeking understanding of the relation of his area of greatest interest to current problems. Prerequisites: junior standing; major status in mathematics or the sciences; invitation by the Dean of the School of Natural Sciences and Mathematics.

Intds 377. Special Topics in Science (5)

Analysis of contemporary, interdisciplinary problems.

Intds 472. Aspects of Scientific Thought (5)

Seminar in selected areas in the aspects of scientific thought from antiquity to the present.

BIOLOGY DEPARTMENT

The Department of Biology emphasizes throughout its entire curriculum the relationship that exists between organisms and the environment. As an integral part of this program, classes include extensive field and laboratory investigations allowing for the observation and measurement of biological systems. The student is encouraged to select the courses best suited to his interests. Possible concentration areas include environmental biology, pre-professional biology (e.g. pre-medical, pre-dental), microbiology, and preparation for teaching.

Requirements for the Major

Eleven courses in Biology, including the following (or equivalent):

- A. Biology 100 is recommended.
- B. Biology 201, 202, and 203.
- C. Three 300-level concept courses (301-306).
- D. Biology 480. Research Participation.
Biology 490. Senior Seminar.
Biology 495. Environmental Research.
- E. Two additional upper division courses.

Cognate areas: Professional biology is a quantitative science which requires a broad background in physical sciences. Students planning advanced education are advised to attain competence in mathematics (including statistics and computer science), chemistry, and physics as preparation for upper division and graduate courses.

Recommended Courses

A distinction is made between prerequisite and recommended courses throughout the list of course offerings. Prerequisite courses are indicated where the total subject areas are considered necessary to successfully undertake the course. Recommended courses indicate that knowledge of portions of the subject areas is necessary, but that these portions may be acquired by a student through independent study. In all cases, the courses will be offered assuming the background indicated. The student is to make the decision as to his readiness. In cases of doubt, consultation with the instructor is encouraged.

NOTE: All courses not otherwise designated carry up to five quarter units of credit.

LOWER DIVISION COURSES

Biology 100. Perspectives in Biology

Modern biology in historical perspective; relevance of current biological concepts to society; selected field and laboratory investigation to illustrate scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Biology 201. Principles of Organismic Biology

Individual organisms; function of structures and organ systems; adaptation; transmission genetics; field and laboratory investigation of plants and animals. Two lectures, one discussion, and two three-hour laboratories.

Biology 202. Principles of Cellular Biology

Investigation of cellular structures and functions and of biochemical reactions in plants and animals. Two lectures, one discussion, and two three-hour laboratories. Recommended: Chemistry 202.

Biology 203. Principles of Population Biology

Organisms as active components of their environment; field and laboratory investigation of populations in their physical and biological environment. One discussion, two lectures and two three-hour laboratories. Recommended: 201, 202.

UPPER DIVISION COURSES

A student taking *upper division courses* will have the option of taking a course for five units using the instructor-designated behavioral objectives (i.e. 301.1) or to select within a course topic an area of interest and develop his own behavioral objectives (i.e. 301.2). The instructor must approve these objectives and assign an appropriate number of units (up to five). It would be possible to take both 301.1 and 301.2 for a total of ten units, but only five units will count toward the major requirements.

Biology 301. Concepts of Structural Biology

Comparative and functional anatomy of plants and animals at the organismic level, with emphasis on the relationship between internal structure and external environmental conditions. Field and laboratory investigation and presentation. One lecture, one discussion and three three-hour laboratories. Recommended: Biology 201.

Biology 302. Concepts of Cellular Biology

Physiological functions of organisms at the molecular and cellular levels. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Recommended: Biology 202.

Biology 303. Concepts of Developmental Biology

Development and growth of plants and animals at the cellular and organismic levels. Field and laboratory investigation and presentation. One lecture and one discussion, and three three-hour laboratories. Recommended: Biology 301.

Biology 304. Concepts of Genetics

Physical and chemical bases of inheritance in organisms at the cellular, organismic, and population levels. Field and laboratory investigation and presentation. One lecture, one discussion and three three-hour laboratories. Recommended: Biology 202, 203.

Biology 305 (formerly 404). Concepts of Behavioral Biology

Behavior at the cellular, organismic and population levels. Field and laboratory investigations and presentations. One lecture, one discussion and three three-hour laboratories. Recommended: Biology 201, 202, 203, Math 140.

Biology 306. Concepts of Ecology

Development, structure and dynamics of ecosystems. Development of quantitative environmental models with emphasis on terrestrial ecology. Field and laboratory investigation and presentation. Weekend field trips. One lecture, one discussion, two three-hour laboratories. Recommended: Biology 201, 202, 203, Math 140.

Biology 311 (formerly 411). Microbiology

Physiochemical organization and function of microorganisms including bacteria, viruses, and fungi; concepts of environmental applied and pathogenic microbiology are considered. Recommended: Biology 202, Chemistry 202.

Biology 351. Structure of Animals.

Comparative anatomy of vertebrates at the organismic level with emphasis on mammals. Includes functional consideration of structures as related to support, movement, metabolic balance, reproduction and responses to the environment. Field and laboratory investigation and presentation. One lecture, one discussion and three three-hour laboratories. Recommended: Biology 201.

Biology 352. Animal Physiology

Physiological function in vertebrates at the organismic level with emphasis on mammals. Analyses of mechanics, control and integration of body systems in response to a dynamic environment. Laboratory investigation and presentation. One lecture, one discussion and three three-hour laboratories. Recommended: Biology 202.

Biology 361. Structure of Plants

Comparative and functional anatomy of plants including vascular and nonvascular groups; structures as evolutionary responses to environmental challenges. Field and laboratory investigation and presentation. One lecture, one discussion and three three-hour laboratories. Recommended: Biology 301.

Biology 362. Plant Physiology

Physiological mechanisms in vascular plants including concepts of classical plant physiology, the relationship between physiological function, morphological form, and the environment. Field and laboratory investigation and presentation. One lecture, one discussion and three three-hour laboratories. Recommended: Biol 201.

UPPER DIVISION ELECTIVE COURSES**Biology 401. Quantitative Biology**

Collection, manipulation, interpretation, and presentation of numerical data from biological investigations. Includes parameters of theoretical distributions, estimates derived from samples, hypothesis testing and probabilities, and statistical significance. One lecture, one discussion and three three-hour laboratories. Recommended: Mathematics 140.

Biology 402. Biogeography and Paleocology

Distribution of ecosystems in space and time; the role of geography and geology in determining biotic distributions; development of illustrative models. Field and laboratory investigation and presentation. One lecture, one discussion and three three-hour laboratories. Recommended: Biology 203, Earth Science 306, or consent of instructor. (Not offered 1973-74)

Biology 403. Conservation of Biological Resources

Consideration of increasing the efficiency of use of renewable and nonrenewable materials. Will include measurement and analysis of resources, and determination of the effect of degradative processes upon their use. Emphasis will be placed upon solutions, cost analysis and development of model systems for optimal utilization. Field and laboratory investigation and presentation. One lecture, one discussion and three three-hour laboratories. Recommended: Biology 203.

Biology 404 (formerly 305). Evolution

Evolutionary trends in the plant and animal kingdoms, including the role of population genetics, in producing diversity and the effects of changing environments in directing natural selection. Field and laboratory investigation and presentation. One lecture, one discussion and three three-hour laboratories. Recommended: Biology 304, Earth Sciences 305.

Biology 405. Invertebrate Biology

A comparative study of invertebrates through comparative anatomy and histology, physiological, embryological and evolutionary relationships. Recommended: Biology 301, or 302 or 303. (Not offered 1973-74)

Biology 412. Biological Chemistry

Physical, chemical, and physiochemical principles underlying interactions of biological systems on the cellular, subcellular, and molecular levels; membrane transport models; enzyme mechanisms; protein biosynthesis. Prerequisite: Chemistry 313 or Biology 311.

Biology 413. Medical Microbiology

Studies of pathogenic plants and animals in relation to man and his environment; investigation and presentation in such areas as diagnostic biochemistry, bacteriology, parasitology, immunology, epidemiology, virology mycology. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Biology 311.

Biology 477. Special Topics in Biological Science

Analysis of contemporary or interdisciplinary problems of current interest. Typical topical areas might include pollution, population or integrative biologic phenomena. One lecture, one discussion and three three-hour laboratories. May be repeated for different topics. Not restricted to biology majors.

REQUIRED SENIOR MAJOR COURSES**Biology 480. Research Participation**

Individual study in scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) May include curriculum and materials development. Open to seniors only.

Biology 490. Senior Seminar

Presentation of papers and discussion, by faculty and students. Participants may be grouped by interdisciplinary interest. Biology major or minor. Open to seniors only.

Biology 495. Environmental Research

The individual student formulates a problem related to the environment, designs and conducts investigations; compiles and analyzes data; and presents findings in written and oral form. Biology major or minor. Prerequisite: Biology 480.

GRADUATE COURSES**Biology 577. Advanced Topics in Biological Science**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Biology. (Not offered 1973-74)

Biology 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) May be repeated. Prerequisite: Consent of instructor.

CHEMISTRY DEPARTMENT

Modern chemistry occupies a central position among the sciences. The goal of chemical science is to discover the fundamental regularities by which matter in its multitude of aggregations interacts with energy in its many forms. Mathematical models and physical principles are utilized in the interpretation of chemical concepts. The organization of chemical knowledge leads to an understanding of natural phenomena in the real world of earth and life sciences.

The Department of Chemistry of California State College, Bakersfield is developing a unique, nontraditional, inquiry-oriented curriculum. Within the general five-level spiral approach, chemistry courses are organized around basic principles and modern concepts of structural chemistry, chemical dynamics and chemical systems. In accordance with the orientation of the School of Natural Sciences and Mathematics toward environmental interpretations, the chemistry curriculum places initial emphasis in studies of organic and biochemical systems.

The departmental academic program is broad-based and multi-tracked. It is designed to provide essential preparations for students to pursue professional careers and/or advanced studies in any of the important areas of chemical science, such as agricultural chemistry, biological chemistry, clinical chemistry, environmental chemistry, industrial chemistry, petroleum chemistry, synthetic chemistry, systems chemistry, and theoretical chemistry. The Department offers appropriate course work for chemistry majors to meet the requirements of medical and other professional schools in the health sciences, including dentistry, pharmacy, and veterinary medicine. It also cooperates with other departments and the School of Education in developing a balanced and equitable program of academic and professional preparation for chemistry majors who seek teaching credentials.

Requirements for the Major

Eleven courses in chemistry, including the following (or equivalent):

A. Chemistry 201, 303, and 203

B. Three 300-level courses in chemistry

C. Chemistry 480. Research Participation

Chemistry 490. Senior Seminar

Three additional upper division courses in chemistry, not to include 477

Chemistry 100 is recommended.

Cognate areas:

Math 140 and 210, and prerequisites for individual courses

COURSES

NOTE: All courses not otherwise designated carry five quarter units of credit.

Lower Division Courses

Chemistry 100. Perspectives in Chemistry

Modern chemistry in historical perspective; relevance of current chemical concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Chemistry 150. Introduction to Chemical Principles

Atomic structure and chemical periodicity; elements of chemical bonding; stoichiometric relationships of chemical elements and compounds; acidity and basicity; chemical equilibrium. Laboratory investigation and presentation. Two lectures, one discussion, and two three-hour laboratories.

Chemistry 201. Basic Physical Principles of Chemistry

Introduction to atomic and molecular theories; kinetic theory of gases; physical principles of chemical equilibria; elements of chemical energetics; laboratory investigation of qualitative and quantitative relationships among chemical compounds. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: High school chemistry or Chemistry 150; prerequisite or concurrent: Mathematics 106 or 120. Recommended for students who intend to major in physical, life, or medical sciences.

Chemistry 202. Basic Principles of Chemical Bonds

Introduction to bonding theory; basic principles of microscopic properties within molecules, especially the breaking and making of chemical bonds; laboratory investigation of rates and mechanisms of simple reactions. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Chemistry 201 or consent of instructor.

Chemistry 203. Basic Principles of Organic Chemistry

Introduction to molecular structure of organic compounds; basic principles of organic reactions and reactivities; laboratory investigation of reactions and syntheses of organic compounds. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: Chemistry 202 or 150.

Chemistry 277. Contemporary Topics in Chemical Science

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses**Chemistry 301. Concepts of Structural Chemistry**

Modern concepts of atomic and molecular structure; basic principles of quantum chemistry and molecular spectroscopy. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 202 and 203; prerequisite or concurrent: Mathematics 201, Physics 201.

Chemistry 302. Concepts of Chemical Energetics

Spontaneous and nonspontaneous reactions; standard states and energy changes; thermodynamic functions and laws; chemical potential and equilibrium. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 202 and 203; prerequisite or concurrent: Mathematics 201, Physics 202.

Chemistry 303. Concepts of Chemical Dynamics

Elementary reaction processes in gaseous and liquid systems; collision and transition state theories; reaction mechanisms and rate laws; catalytic and surface reactions. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 202 and 203; prerequisite or concurrent: Mathematics 202, Physics 202.

Chemistry 311. Concepts of Molecular Architecture

Structural stereochemistry of organic and inorganic molecules; constitutional, configurational and conformational isomerism; spectroscopic analysis and chromatographic separation. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 202 and 203.

Chemistry 312. Concepts of Chemical Reactivity

Fundamental classification of chemical reactions: reactive intermediates and transition states; basic mechanisms and structural effects. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 202 and 203.

Chemistry 313. Concepts of Biochemistry (3-7)

Biochemical equilibria and thermodynamics; biologically important chemical compounds; metabolism of carbohydrates, fats, and proteins. Laboratory investigation and presentation. Prerequisite: Chemistry 203. Students may elect to receive credit in one of the following:

Chemistry 313.1 Energy production in biochemical systems as a result of chemical degradation. 3 units.

Chemistry 313.2 Energy production in biochemical systems as a result of chemical degradation, with emphasis on nutrition. 5 units.

Chemistry 313.3 Energy production in biochemical systems as a result of chemical degradation; energy utilization related to biosynthesis; metabolic control. 5 units.

Chemistry 313.4 Energy production in biochemical systems as a result of chemical degradation; nutrition; energy utilization related to biosynthesis; metabolic control. 7 units.

Upper Division Elective Courses**Chemistry 401. Macromolecular Chemistry**

Structure and properties of natural and synthetic macromolecules; polymer synthesis and modification. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 311. Not offered in 1973-74.

Chemistry 402. Synthetic Chemistry

Mechanisms and applications of modern synthetic reactions, especially for compounds of organic and biochemical interests. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 312.

Chemistry 403. Agricultural Chemistry

Chemistry of fungicides, insecticides, rodenticides, fertilizers, growth regulators, and soil conditioners; references to analysis, manufacture, toxicology, specifications, and regulations. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 311 and 313.3 or 313.4.

Chemistry 404. Petroleum Chemistry

Chemistry of petroleum hydrocarbons and derivatives; molecular structure, physical properties, analysis and separation, catalytic, pyrolytic, and synthetic reactions. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 311 and 312. (Not offered in 1973-74)

Chemistry 411. Theoretical Chemistry

Chemical statics based on quantum mechanics; electronic properties and energetics of molecules, radicals, and ions. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 301, Mathematics 302.

Chemistry 412. Biological Chemistry

Physical, chemical, and physicochemical principles underlying interactions of biological systems on the cellular, subcellular, and molecular levels; membrane transport models; enzyme mechanisms; protein biosynthesis. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 313.3 or 313.4 or Biology 311.

Chemistry 413. Clinical Chemistry

Clinical chemistry with emphasis on quantitation of body constituents of normal and abnormal metabolism; methodology evaluation and comparison. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 311 and 412.

Chemistry 414. Applied Clinical Chemistry

Multiphasic screening, to include blood gases, electrolytes, acid-base balance, liver function tests, special procedures. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Chemistry 413.

Chemistry 421. Systems Chemistry

Systematic examination of the role of chemistry in current environmental, technological, economic or social problems, and conceivable solutions. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Major or minor in chemistry.

Chemistry 477. Special Topics in Chemical Science

Topics and prerequisites to be announced. May be repeated for different topics.

Required Senior Courses**Chemistry 480. Research Participation**

Individual study in scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Chemistry 490. Senior Seminar

Presentation of papers and discussion, by faculty and students. Participants will be grouped by interdisciplinary interests. Prerequisite: Major or minor in chemistry.

Graduate Courses**Chemistry 577. Advanced Topics in Chemistry (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: major or minor in Chemistry. Not offered in 1973-74.

Chemistry 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor. Not offered in 1973-74.

EARTH SCIENCES DEPARTMENT

The Earth Sciences consist of geology, geography, meteorology, hydrology, oceanography, and soil science. The degree offered is the B.S. in Earth Sciences, usually with an emphasis on geology or geography.

Graduates with the B.S. degree in Earth Sciences may find employment in industries involved in mineral resources exploration, and with various federal and state organizations and agencies involved with the physical environment. Some graduates are trained for secondary school science teaching in Earth Science.

Requirements for the Major

Eleven courses in Earth Sciences, including the following (or equivalent);

A. Earth Sciences 201, 202, and 203.

B. Three 300 level courses

C. Earth Sciences 480. Research Participation

Earth Sciences 495. Field Course in Environmental Sciences

Earth Sciences 490. Senior Seminar

D. Two additional upper division courses, not to include 477 or 480

Earth Sciences 100 is recommended.

Cognate areas: Mathematics 140 (340) and 210.

COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Earth Sciences 100. Perspectives in the Earth Sciences

Modern earth sciences in historical perspective; relevance of current concepts in the earth sciences to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Earth Sciences 201. Basic Principles of Geology and Physical Geography

Evolution of the earth as a planet, with emphasis on the geology of the crust; distribution of features and materials; field and laboratory investigation of physical processes and materials. Two lectures, one discussion, and two three-hour laboratories.

Earth Sciences 202. Basic Principles of Hydrology and Meteorology

Evolution of the fluids and gases of the planet, with emphasis on streams and ground water; dynamic relationships of the atmosphere and the oceans; field and laboratory investigation of processes in surface and subsurface bodies of water and the lower atmosphere. Two lectures, one discussion, and two three-hour laboratories. Prerequisite: E.Sci. 201.

Earth Sciences 203. Basic Principles of Environmental Science

Evolution of man's habitat at the interface of the solid, fluid and gaseous phases of the planet, with emphasis on the interaction of the biological and physical factors; energy-mass budget relationships in the natural and modified environment; soils and other natural resources; field and laboratory investigation of the processes of distribution and change. Two lectures, one discussion, and two three-hour laboratories. Prerequisites: E.Sci, 201, 202.

Earth Sciences 277. Contemporary Topics in the Earth Sciences

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses

Earth Sciences 301. Concepts of Atmospheric Science

Origin of the atmosphere; meteorological phenomena; climatic and environmental change; ecological effects. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 201 and Earth Sciences 202.

Earth Sciences 302. Concepts of Oceanography

Origin of the oceans and ocean basins; geology of the sea floor; properties and dynamics of the oceans; marine ecology. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Earth Sciences 201 and 202 or Biology 203.

Earth Sciences 303. Concepts of Mineralogy and Petrology

Composition of the earth; origin of the materials of the earth's crust; transformation and transportation of solid earth materials; physical elements of the continental environment. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 201 and Earth Sciences 201.

Earth Sciences 304. Concepts of Sedimentation and Sedimentary Structures

Origin of the sedimentary cover on the earth's crust, with emphasis on transportation; structures in sedimentary rocks; physical and biological processes. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Earth Sciences 201; Earth Sciences 202 or 203; Biology 201; Mathematics 140 or 340.

Earth Sciences 305. Concepts of Paleontology

Origin of life on the earth; interpretation of the fossil record; development and distribution of plants and animals through geologic time. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Earth Sciences 201; Biology 201, Math 140 or 340

(NOTE: Courses in Evolution, Ecology, Biogeography, Conservation of Biological Resources and Paleoecology are listed under Biology.)

Earth Sciences 306. Concepts of Geomorphology

Origin of the topography of the continents, with emphasis on the recent evolution of the present environment. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisite: Earth Sciences 201, 202 or 203.

Earth Sciences 307. Concepts in Earth Structure

Reactions of the earth's crust and surface to internal stresses; folding and faulting; origins of stresses; mountain building. Field and laboratory presentation. One lecture, one discussion, three three-hour laboratories. Prerequisite: Earth Sciences 201.

Upper Division Geography Courses**Earth Sciences 351. Concepts of Human Geography**

Description, analysis and synthesis of the relationships between social and natural factors in the environment; the physical bases of cultural geography; research tools and methods in human geography; field and laboratory study using the systems approach; land utilization and human relationships. Three lectures, one discussion and one laboratory. Prerequisite: Earth Sciences 203.

Earth Sciences 352. Concepts of Spatial Geography

Description, analysis, and synthesis of the distribution of social and natural factors in the environment; regional case studies in areas of student interest (e.g., Latin America or Asia); development of statistical regional models. Three lectures, one discussion, and one laboratory. Prerequisites: Earth Sciences 203, Math 140 or 340. Offered in 1973-74 and alternate years.

Earth Sciences 353. Concepts of Urban Geography

Analysis of the distribution, structure, patterns of land use and transportation, economic base, and other spatial aspects of urban phenomena; quantitative analysis and measurement. Three lectures, one discussion, and one laboratory. Prerequisites: Earth Sciences 203, Mathematics 140 or 340. Offered in 1973-74 and alternate years.

Intds. 354. Concepts of Political Geography

Bases of political geography; the state as a geographic region and roles of the several geographic factors such as climates, soils, and strategic location. Internal characteristics and external relations of the state. Relations of the state and nation. Development of conceptual models of principals and real-world processes. Three lectures, one discussion, and one laboratory. Prerequisite: one course in geography or one course in political science. Offered in 1974-75 and alternate years.

Earth Sciences 405. Historical Geography

Influence of the environmental setting on the development of economic and cultural geographic regions; relation to physical and biological provinces; identification of energy and mass budget factors through development of inferential environmental models. Field and laboratory investigation and presentation. Three lectures: one discussion, and one laboratory. Prerequisite: Earth Sciences 351 or 352. Offered in 1974-75 and alternate years.

Earth Sciences 406. Systems Analysis in Economic Geography

Man's economic behavior as a result of his perception of the total environment; mathematical and statistical models in systems analysis of the environment with relation to control of spatial allocation of the total resources. three lectures, one discussion and one laboratory. Prerequisites: Mathematics 140 or 340, Earth Sciences 203, 352. Not offered in 1973-74.

Upper Division Elective Courses**Earth Sciences 401. History of the Earth**

History of the dynamic behavior of the earth's crust, particularly as illustrated by the sedimentary record in the stratigraphic column, reflecting the interaction of the solid, liquid, and gaseous outer envelopes of the planet. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Earth Sciences 201; 304 or 305.

Earth Sciences 403. Conservation of Physical Resources

Preservation and use of non-renewable natural resources; conflicts of land use; development of model systems. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Earth Sciences 303, 304 or 305 and 351 or 352; Mathematics 140 or 340.

Earth Sciences 411. Geochemistry of Earth Materials

Chemistry, mineralogy, and petrology of the sulphide and silicate systems, with some emphasis on solid-state physics. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Earth Sciences 303 and Chemistry 302 or Physics 403. Offered in 1973-74 and alternate years.

Earth Sciences 421. Paleobiology

Sequences of fauna and flora in relation to the phylogeny of biologic structure; development of systematic organization of complex fossil groups. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Biology 301 and 305, and Earth Sciences 305. Offered in 1973-74 and alternate years.

Earth Sciences 431. Hydrology

Relationships of water in the hydrologic cycle from the oceans to the atmosphere, to the land, and back to the oceans again; quantitative aspects of evaporation, precipitation, runoff, infiltration, and subsurface percolation; development of mathematical and statistical models. Field and laboratory investigation and presentation. One lecture, one discussion, and

three three-hour laboratories. Prerequisites: Earth Sciences 202, Physics 201, Chemistry 201, Mathematics 140 or 340 and 106 or 201. Offered in 1974–75 and alternate years.

Earth Sciences 441. Geochemistry and Mechanics of Soils

Physical and chemical characteristics of soils; low temperature solution geochemistry; soil dynamics, compaction and permeability; development of mathematical and statistical models. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Chemistry 202, Physics 201, Mathematics 140 or 340. Offered in 1974–75 and alternate years.

Earth Sciences 451. Advanced Environmental Earth Science

Quantitative analysis of the relationships between man and his natural habitat; changes in the physical factors of the environment; mechanisms for adjustment to change related to environmental health; case studies in topics such as air and water pollution, waste disposal, construction sites and earth movements, environmental hazards, contaminants and nutrients, medical geology, relation between geochemical provinces and human health and disease, and land use planning; development of model systems. Field and laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Biology, chemistry, or physics, depending on the topics to be pursued; Earth Sciences 203, Mathematics 140 or 340 and 210.

Earth Sciences 461. Petroleum Geology

Application of geologic principles and concepts to petroleum exploration and development; environmental impact studies. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Earth Sciences 203, 304 and 307. Offered in 1973–74 and alternate years.

Earth Sciences 477. Special Topics in the Earth Sciences

Topics and prerequisites to be announced. May be repeated for different topics.

Required Senior Courses

Earth Sciences 480. Research Participation

Individual study in scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) May include research in the areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Earth Sciences 490. Senior Seminar

Presentation of papers and discussion, by faculty and students. Participants will be grouped by interdisciplinary interest. Prerequisite: Major or minor in earth sciences.

Earth Sciences 495. Field Course in Environmental Sciences

Credit will be given either in Earth Sciences or in Biology.

Graduate Courses

Earth Sciences 577. Advanced Topics in Earth Sciences (3)

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Earth Sciences.

Earth Sciences 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

HEALTH SCIENCES DEPARTMENT

The B.S. degree in Health Sciences is designed to provide baccalaureate-level training and education in several of the allied health professions. There is a strong clinical element together with a scientific background, all within the liberal arts and sciences focus of the college.

The first degree option to be made available is that in Medical Technology. This is a four-year, integrated program which combines a baccalaureate degree with eligibility for licensure and registration.

Requirements for the Major in Health Sciences

Medical Technology option:

Sixteen courses in Medical Technology as follows:

A. MT 151, 152

B. MT 201, 251, 252

Note: The above courses may be taken concurrently by those transfer students unable to complete them prior to the junior year.

C. Pre-clinical year: MT 302, 304, 306

D. Clinical year: MT 308, 350, 402, 404, 406, 408, 413 and 490.

E. Two courses in Health Sciences from the following:

Health Sciences 100, 301, 303, 305, 401, and 403

Cognate areas:

1. Five courses in Chemistry: 150 or 201, 202, 203, 313.3, and 412

2. Five courses in Biology: 201, 202, 311, 351 and 352

3. One course in Physics: 277

4. Two courses in Mathematics: Statistics and Computer Science

Courses

Note: Each course not otherwise designated carries five quarter units of credit.

Lower Division Core Course

Health Sciences 100. Perspectives in the Allied Health Sciences

Examination of the health professions from historical and current viewpoints. Analysis of the influences of medical science and technology, social, political, economic, and religious forces on the development of paramedical practice and education. One lecture, two discussions, and six hours field experience.

Upper Division Core Courses

Health Science 301. Health Problems of Children from Birth to Puberty

Major health problems of children from conception to puberty, including prevention of illness, promotion of health, and improvement of therapeutic and rehabilitative care. Two lectures, two discussions, three hours field experience.

Health Sciences 303. Health Problems of Puberty and Adolescence

Major health problems of puberty and adolescence, including preventive, supportive, therapeutic, and rehabilitative care. Two lectures, two discussions, and three hours field experience.

Health Sciences 305. Health Problems of Young Adults

Major health problems of young adults, including preventive, supportive, therapeutic, and rehabilitative care. Two lectures, two discussions, and three hours field experience.

Health Sciences 401. Health Problems of Adults

Major health problems of adults, including preventive, supportive, therapeutic, and rehabilitative care. Two lectures, two discussions, and three hours field experience.

Health Sciences 403. Health Problems of the Aging Population

Major health problems of the aging, including prevention of illness, promotion of health, and improvement of therapeutic and rehabilitative care. Two lectures, two discussions, and three hours field experience.

MEDICAL TECHNOLOGY**Lower Division Courses****MT 151. Clinical Laboratory I (1)**

Demonstration, discussion, and practice in venipuncture technique, including precautions, safety, patient identification and isolation technique. One three-hour laboratory.

MT 152. Clinical Laboratory II (1)

Advanced venipuncture technique, including the difficult venipuncture, special technique with children and infants, bleeding times, arterial and femoral punctures. One three-hour laboratory. Prerequisite: MT 151.

MT 201. Basic Principles of Medical Technology and Hematology I

Basic concepts regarding medical technology and health care delivery. Study of formation, function and laboratory procedures used in enumeration and identification of cellular elements of human blood. Study of coagulation and hemostasis, and procedures used in detecting abnormalities. Three lectures and discussions, two three-hour laboratories. Prerequisites: Biology 201, 202, Chemistry 313.3 (or concurrent).

MT 251. Clinical Laboratory III (1)

(Urinalysis I) Physiology of urine formation. Relationship of abnormalities to renal and other disease. Physical characteristics, chemical tests, and microscopic examination utilized in laboratory. One three-hour laboratory.

MT 252. Clinical Laboratory IV (1)

Basic immunology. Detection and characterization of antigens and antibodies. Serological reactions. One three-hour laboratory.

Upper Division Courses**MT 302. Introduction to Immunoematology**

Basic immunology. Detection and characterization of antigens and antibodies. Genetics of red cell antigens. Theory and technique of detecting red cell antigens and antibodies. Prenatal and compatibility testing. Hemolytic disease of the newborn. Rh immune globulin. Cause and investigation of transfusion reactions. Three lectures and discussions, two three-hour laboratories. Prerequisites: Biology 201, 202, MT 201, 151 (or concurrent).

MT 304. Clinical Laboratory Procedures and Instrumentation

Physics and mathematics concepts applied to the clinical laboratory, including those associated with pH, concentration of solutions, chemical reactions, buffers, quality control, and spectrophotometric procedure calculations. Electrical, mechanical, and optical principles of clinical laboratory instruments. Three lectures and discussions, two three-hour laboratories. Prerequisites: Physics 277, Chemistry 412 and MT 201.

MT 306. Clinical Chemistry I

Clinical chemistry with emphasis on quantitation of body constituents of normal and abnormal metabolism. Methodology evaluation and comparison. Three lectures and discussions, two three-hour laboratories. Prerequisites: Chemistry 412, MT 304, 201.

MT 308. Clinical Microbiology I

Normal flora and human pathogens. Structure and function of microorganisms. Control and therapeutic agents. The inflammatory process and the immune response. Three lectures and discussions, two three-hour laboratories. Prerequisites: Biology 411, MT 302, 201.

Prerequisite to all subsequent courses:

Completion of 135 quarter units including all required courses of the freshman, sophomore and junior years. Students must have completed the above requirements to apply for approval by State of California Department of Public Health as a Clinical Laboratory Technologist Trainee.

MT 350. (Summer) Clinical Experience (10)

Students unable to attend during the summer please see department chairman.

Clinical Chemistry II (8)

Applied clinical chemistry. Multiphasic screening. To include blood gases, electrolytes, acid-base balance, liver function tests, special procedures. Forty hours per week for eight weeks, including two lectures per week. Prerequisites: MT 151, 152, 201, 304, 306. Not offered in 1973-74.

Urinalysis III (1)

Experience with performance of procedures and recognition of formed elements of urine to extend understanding of theory of urinalysis and renal function. Forty hours per week for two weeks, including two lectures per week. Prerequisites: MT 251, 252, 201. Not offered in 1973-74.

Serology II (1)

Different serologic test reactions. Relationship to stages of disease. To include syphilis serology, infectious mononucleosis, antistreptolysin titer, heterophile, febrile agglutination. Principles and methods. Forty hours per week for two weeks, including two lectures per week. Prerequisites: MT 151, 152, 201, 302, 308. Not offered in 1973-74.

MT 402. Hematology II

Applied hematology procedures with emphasis on understanding of theory and application. Performance of hematology procedures. Familiarity with special equipment and techniques. Five three-hour laboratories. Prerequisite: MT 350. Not offered in 1973-74.

MT 404.1. Immunohematology II (3)

Applied immunohematology technique. Solving compatibility problems. Donor selection and phlebotomy. Component therapy. Hepatitis-associated antigen. Histocompatibility testing. Quality control. One lecture, two three-hour laboratories. Prerequisites: MT 350, 402. Not offered in 1973-74.

MT 404.2. Clinical Parasitology (2)

Medical parasitology, including life cycles. Emphasis on identification of parasites in clinical specimens. Two three-hour laboratories. Prerequisites: MT 350, 402. Not offered in 1973-74.

MT 406. Clinical Microbiology II

Experience with isolation and identification of microorganisms in clinical specimens. To include mycology, virology, parasitology. Special procedures. Five three-hour laboratories. Prerequisites: MT 350, 404. Not offered in 1973-74.

MT 408. Nuclear Medicine, Advanced Instrumentation, Special Chemistry

Radioisotopes and radioimmunoassay used in the clinical laboratory. Study of component parts, maintenance and operation. Special clinical chemistry procedures. One lecture, one discussion, three three-hour laboratories. Prerequisites: MT 350, 406. Not offered in 1973-74.

MT 490. Senior Seminar

Presentation of papers and discussion by faculty and students. Participants will be grouped by interdisciplinary interests. Prerequisite: Major in Medical Technology. Not offered in 1973-74.

MATHEMATICS DEPARTMENT

Mathematics is a unique and valuable science that can be exciting, enjoyable, and rewarding. The Department of Mathematics at California State College, Bakersfield provides a collection of mathematics courses designed to challenge and stimulate all open-minded and thoughtful students regardless of individual backgrounds or major interest areas. This is done by combining flexibility, applicability, and historicity in the design of the mathematics curriculum. Furthermore, depth of understanding and appreciation are not sacrificed to quantity; the major emphasis is upon inquiry, creativity, methods, techniques, and thought process rather than bulk of material.

The classroom goal is to discover both the importance and beauty of mathematics by combining lectures with discussions, problem solving sessions, student presentations and any other workable approaches to learning. A student is encouraged to interpret and communicate mathematically with others, to follow self-direction and in-depth study, and to investigate interrelatedness of mathematical concepts. A teacher acts as a resource person, stresses the spirit and point of view of mathematics, and provides for feedback of the relative value of classroom activities.

Upon completion of any mathematics course, an individual student is better equipped to be a participant in a highly technological, scientifically complex environment. From a subjective point of view, he or she should have an improved grasp of the art and beauty of rational reasoning and discourse both as an observer and a participant. From an objective point of view, he or she should have acquired new skills which, alone or in combination with others, will enhance both an understanding of and performance in the scientific world.

With the completion of a mathematics major, a student will, depending upon the choice of upper division courses, either be prepared to pursue a career in the mathematical sciences or to embark upon a course of graduate study leading to an advanced degree. Specific concentrations that may be selected are: applied mathematics, computer mathematics, theoretical mathematics, and the teaching of mathematics. The applied and computer emphasis includes courses in differential equations, numerical analysis, machine language, and systems programming. The theoretical studies for graduate school preparation include advanced algebra, real and complex analysis, and topology. For the option of a teaching career, the student will be well prepared by courses including geometry, algebra, probability and statistics; by contacts with the teaching faculty; and by experience gained through student presentations in discussion and laboratory periods.

Requirements for the Major

Eleven courses in Mathematics, including the following (or equivalent):

- A. Mathematics 201, 202, 203, and 204.
- B. Three 300 level courses
- C. Mathematics 490. Senior Seminar
- D. Three additional upper division courses, not to include 480 or 477

Cognate areas:

- A. Mathematics 210, Computer Science; Mathematics 140 or 340 unless included above.
- B. Competency, including one upper division course, in a related discipline.

Courses

Lower Division

NOTE: Each lower division course carries five quarter units of credit and meets for two lectures, two discussions, and one three-hour laboratory unless otherwise designated. The mathematics placement test or, in some cases, an appropriate prerequisite course is required for registration in any lower division mathematics course or in Mathematics 320.

Mathematics 51. Arithmetic Calculation and Elementary Algebra

The arithmetic of fractions, decimals, negative numbers, exponents and radicals; equivalent algebraic expressions; linear and quadratic equations; story problems. Offered only on a credit, no-credit basis. Does not count toward graduation. No prerequisite.

Mathematics 100. Perspectives in Mathematics

Introduction to the mathematical mode of reasoning and approaching problems; specific content will vary according to the interests of the instructor and students. Prerequisite: High school algebra and geometry and level 2 placement test score.

Mathematics 102. Mathematical Inference and Scientific Method

The scientific method of inquiry; concept of an experiment; concepts of qualitative and comparative (quantitative) measurement; mathematical and statistical analysis of measurement data. Prerequisite: One year of high school algebra and level 1 placement test score or Math 51. (Satisfies Basic Subjects, General Education requirement.)

Mathematics 105. Intermediate Algebra

Algebraic operations; equations and systems; the binomial theorem; mathematical induction; inequalities; complex numbers; theory of equations; logarithms. Prerequisite: One year of high school algebra and level 1 placement test score, or Math 51.

Mathematics 106. (formerly 101) Elementary Functions

Elementary functions, with special emphasis on the properties, relationships, and graphs of the exponential, logarithmic, and trigonometric functions. Prerequisite: two years of high school algebra, one year of high school geometry and level 3 placement test score, or Math 105.

Mathematics 109. Introduction to Computer Programming (2)

Techniques of solution of problems on computers using the Calcomp and Basic languages. One lecture and one two-hour laboratory. Prerequisite: One year of high school algebra and level 1 placement test score or Math 51. Offered in 1974-75 and alternate years.

Mathematics 110. Fortran Programming. (2)

Techniques and applications of Fortran programming. One lecture and one two-hour laboratory. May not be used for credit toward general education requirements. Prerequisite: Math 109 or level 2 placement test score or Math 105. Credit cannot be earned for both 110 and 210.

Mathematics 111. Cobol Programming (1)

Techniques and applications of Cobol programming. One lecture biweekly and one two-hour laboratory on alternating weeks. May not be used for credit towards general education requirements. Prerequisite: Math 110 or Math 210.

Mathematics 120. General College Mathematics

Modern mathematical concepts, techniques, and applications. Functions, matrix algebra, sequences and series, basic concepts of differential calculus and introduction to integral calculus. Two lectures, two discussions, and one three-hour laboratory. Prerequisite: Two years of high school algebra and/or geometry and level 2 placement test score, or Math 105.

Mathematics 140. Elementary Statistics

Description of sample data; elementary probability; binomial, normal and student distributions; basic concepts of sampling and estimation; tests of hypotheses, correlation and regression; one way analysis of variance; applications to business and natural and behavioral sciences. Prerequisite: Two years of high school algebra and/or geometry and level 2 placement test score, or Math 105.

Mathematics 201. Calculus I

Introduction to differential and integral calculus of elementary functions with associated analytic geometry. Prerequisite: Math 106 or the equivalent and level 4 placement test score.

Mathematics 202. Calculus II

Techniques and applications of one-variable calculus with associated theoretical foundations. Elementary ordinary differential equations. Prerequisite: Math 201.

Mathematics 203. Calculus III

Topics in differential and integral calculus including infinite series and power series; linear algebra; systems of linear equations, vector spaces, matrices, determinants. Prerequisite: Math 202.

Mathematics 204. Calculus IV

Topics in differential and integral calculus; introduction to multivariable calculus including techniques and applications with associated theoretical concepts. Prerequisite: Math 203.

Mathematics 210. Introduction to Computer Science

Basic principles of computer programming; data representation; brief history of computing; main components of the computer and their function; the components of the operating system; extensive treatment of the standard Fortran Language. Prerequisite: Two years of high school algebra and/or geometry and level 2 placement test score, or Math 105. Credit cannot be earned for both 110 and 210.

Mathematics 240. Intermediate Statistics

Concept of testing hypotheses: null and alternative hypotheses, Type I and Type II errors, levels of significance; two way analysis of variance, analysis of covariance. Nonparametric methods: Chi-square test, Fisher exact test, sign test, Kolmogorov-Smirnov test; contingency coefficient; rank correlation coefficients; applications to business and natural and behavioral sciences. Prerequisite: Math 140.

Mathematics 277. Contemporary Topics in Mathematics

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced.

Upper Division

NOTE: Each upper division course carries five quarter units of credit and meets for two lectures, two discussions, and one three-hour laboratory unless otherwise designated.

Mathematics 302. Ordinary Differential Equations

Existence and nature of solutions of ordinary differential equations; solution methods; systems; applications. Prerequisite: Math 203.

Mathematics 303. Introduction to Analysis.

Development of a rigorous foundation for topology and abstract analysis; open and closed sets; sequences; countability; continuity Riemann-Stieltjes integral. Prerequisite: Math 203.

Mathematics 305. Numerical Analysis

Numerical solution of non-linear equations; linear systems of equations; estimation of characteristics roots; quadrature; curve fitting; interpolation; numerical solution of ordinary differential equations; basic concepts of numerical error; error propagation. Prerequisites: Mathematics 210 and 302. Offered in 1974-75 and alternate years.

Mathematics 310. Computer Structure and Assembly Language

Computer structure and machine language; symbolic coding and assembly systems; digital representation of data; program segmentation and linkage; computer systems organization; systems and utilities programs; addressing techniques; extensive treatment and use of an assembly language. Prerequisite: Mathematics 210.

Mathematics 320. Mathematics for Elementary School Teachers

Principles of arithmetic for elementary school teachers; logical thinking, sets and operations, basic concepts of the system of: whole numbers, integers, rational numbers, real numbers, problem solving. This course may not be used for mathematics major or minor requirements. Prerequisite: Two years of high school algebra and/or geometry and level 2 placement test score, or Math 105.

Mathematics 321. Geometry for Elementary School Teachers

Principles of non-metric and metric geometry for elementary teachers; properties of points, lines, planes, curves, space, angles, polyhedra; relations in geometry—congruence, similarity, parallels and perpendiculars, measure of volume, areas, surfaces, systems of measure, approximation; basic concepts of analytic geometry. This course may not be used for mathematics major or minor requirements. Prerequisite: Math 320.

Mathematics 330. Linear Algebra

Vector spaces, linear transformations; dual spaces, inner product spaces. Prerequisite: Math 203.

Mathematics 331. Algebraic Structures

Mappings, relations, binary operations; groups; rings and domains; elementary field theory. Prerequisite: Math 203.

Mathematics 340. Probability Theory

Axiomatic probability, random variables, density and distribution functions, important probability distributions, joint distributions, conditional probability, moment generating functions, convergence in distribution, Law of Large Numbers, Central Limit Theorem. Prerequisite: Math 204. Offered in 1973–74 and alternate years.

Mathematics 341. Mathematical Statistics

Frequency distributions, sample mean and variance, estimation of parameters, confidence intervals, tests of hypotheses, goodness of fit tests for distributions, analysis of variance, regression and correlation analysis. Prerequisite: Math 340. Offered in 1974–75 and alternate years.

Mathematics 402. (formerly 403) Applied Mathematics

Principles and basic styles of thought in solution of physical problems by mathematical methods; investigation in model design and use. Prerequisite: Math 302. Offered in 1973–74 and alternate years.

Mathematics 403. Point Set Topology

Fundamental concepts of topological spaces and applications. Prerequisite: Math 303. Offered in 1974–75 and alternate years.

Mathematics 410. Systems Programming

Batch processing systems programming including loading and subroutine linkage; multiprocessing and multiprocessing systems; traffic control; interfacing problems; extensive computer solution of problems in topical areas. Prerequisite: Math 310. Offered in 1974–75 and alternate years.

Mathematics 411. Real Analysis

Riemann-Stieltjes integral; sequences and series of functions; introduction to Lebesgue measure and integration; individual investigations. Prerequisite: Math 303.

Mathematics 412. Complex Analysis

Complex variables; complex-valued functions; Cauchy's theorem and related topics; individual investigations. Prerequisite: Math 303.

Mathematics 420. Foundations of Geometry

Axiomatic approach to Euclidean geometry; distance, congruence, similarity, separation betweenness, inequalities, parallel postulate coordinate systems, constructions, area, length, and volume; introduction to non-Euclidean geometries. Prerequisite: Math 203. Offered in 1973-74 and alternate years.

Mathematics 430. Number Theory

Elementary theory of the natural numbers, including prime numbers and divisibility; congruences; number-theoretic functions and selected topics. Prerequisite: Math 203 or consent of the instructor. Offered in 1973-74 and alternate years.

Mathematics 477. Special Topics in Mathematics

Topics and prerequisites to be announced. May be repeated for different topics.

Mathematics 480. Research Participation

Individual study in mathematical investigation, under supervision. May include research in areas of curriculum and materials development. May be repeated. Prerequisite: Consent of instructor.

Mathematics 490. Senior Seminar

Presentation of papers and discussion, by faculty and students. Prerequisite: Major or minor in mathematics.

Graduate Courses**Mathematics 577. Advanced Topics in Mathematics (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in Mathematics.

Mathematics 580. Advanced Research Participation (3)

Individual mathematical investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor.

NURSING DEPARTMENT

The Department of Nursing offers a program of study designed to meet the increasing needs for health services provided by professional nurses in hospitals, public health, schools, industries, home and community agencies.

The goal of the Department of Nursing is to prepare men and women as professional nurse practitioners who can provide care to the sick and who can collaborate with other health disciplines in the prevention of disease and the promotion of good health practices to individuals, families, and communities.

The program of study offers a perspectives course and an introductory course in nursing at the lower division level. These two courses and the courses in the sciences and liberal arts form the foundation upon which to build competence in professional nursing.

The major in Nursing consists of thirteen courses which use a developmental approach of psycho-social, physiological and patho-physiological growth of man. The focus of the major in Nursing concentrates on the health problems which occur during man's life span from conception through cessation. The nursing care process and inquiry approach are used in the study of health problems and all systems of health care delivery.

Clinical laboratories are utilized wherein theoretical concepts are reduced to practice, thus providing an opportunity to evaluate the effectiveness of the application of concepts and scientific data.

This program provides opportunities for the student to prepare himself/herself to become a responsible citizen oriented to service toward mankind.

ADMISSION WITH ADVANCED STANDING

Students wishing to transfer from another college or university may apply for admission with advanced standing. Applicants who are registered nurses must be graduates of an approved community college or hospital school of nursing whose curriculum included psychiatric nursing.

Registered nurse applicants for admission to advanced undergraduate standing should request their school of nursing to send two copies of the school of nursing record to the Office of Admissions as part of the admission procedure.

Such students are encouraged to challenge required courses by examination or seek credit for previous work, including either part of the dual courses such as 301-302. (For details see catalog description of Credit by Examination procedure.)

Registered nurses may challenge upper division courses in the Nursing major (except N 490) by successfully passing the National League Comprehensive Examinations for Baccalaureate Students. A fee of \$5.00 will be charged for these examinations.

MEDICAL CORPSMEN

Veterans who have had experiences as medical corpsmen in the services and who wish to become registered nurses are encouraged to apply for admission. Credit may be given for previous experience, knowledge and skills on the basis of equivalency and proficiency examinations.

MINORITY STUDENTS

The Department of Nursing encourages the enrollment of minority students to its program. Those students who may have academic and/or financial deficits are encouraged to contact the chairman of the Department of Nursing. Special arrangements can be made to offset these deficits.

SECOND BACCALAUREATE DEGREE

See College requirements for admission.

MALPRACTICE INSURANCE

Malpractice Insurance prior to enrollment in Nursing 201 and clinical upper division courses may be obtained for a nominal fee from the California Student Nurses Association. Information may be obtained by contacting Student Services.

UNIFORMS

Uniforms are required for entrance to Nursing 201 and clinical upper division courses. Students are advised to contact the department chairman for appointments for fitting and ordering of uniforms one quarter prior to enrollment in course Nursing 201.

TRANSPORTATION

Students are required to have a valid California Driver's License and to provide their own transportation to clinical areas.

ACADEMIC REGULATIONS

The grade of "C" is the minimal grade acceptable in any clinical nursing course. An unsatisfactory grade may be removed by repeating the course, although such grade will still count in computing the overall grade point average. Clinical courses may be repeated only once.

Requirements for the Major

Thirteen courses in Nursing, including the following, taken sequentially.

- A. Nursing 100 (or Health Sciences 100) and Nursing 201
- B. Nursing 301-302, 303-304, 305-306, 401-402, 403-404
- C. Nursing 490. The Senior Seminar offers students the opportunity to choose a clinical area in which to extend individual competency.

Cognate areas: To be completed prior to entering the Nursing major

- A. Mathematics 140 and 109-110 or 210
- B. Chemistry 202, 203, and 313.2
- C. Biology 202, 311, 351, and 352
- D. Psychology 310
- E. Physics 100

COURSES

NOTE: Each course carries five quarter units of credit unless otherwise designated.

Lower Division***Nursing 100. Perspectives in Nursing**

Examination of nursing as a profession from historical and current viewpoints. Analysis of the influences of medical science and technology, social, political, economic, and religious forces on the development of nursing practice and education. One lecture, two discussions, and six hours field experience.

***Nursing 201. Basic Principles of Professional Nursing**

Planning and development of nursing action involved in meeting common needs of many patients, regardless of setting or diagnosis. Two lectures, one discussion, and six hours field experience. Prerequisite: Nursing 100 or Health Sciences 100.

Upper Division Core Courses***Nursing 301. Health Problems of Children from Birth to Puberty**

Major health problems from conception to puberty including prevention of illness, promotion of health, and improvement of therapeutic and rehabilitative nursing care. Two lectures, two discussions, three hours field experience.

***Nursing 302. Health Care of Young Children**

Clinical experience in the nursing care of children from conception to puberty. Fifteen hours field experience. Prerequisite: Nursing 201.

Nursing 303. Health Problems of Puberty and Adolescence

Major health problems of puberty and adolescence, including preventive, supportive, therapeutic and rehabilitative care. Two lectures, two discussions, and three hours field experience.

Nursing 304. Health Care of Adolescents

Clinical experience in the nursing care of children from puberty through adolescence. Fifteen hours field experience.

Nursing 305. Health Problems of Young Adults

Major health problems of young adults, including preventive, supportive, therapeutic, and rehabilitative care. Two lectures, two discussions, and three hours field experience.

Nursing 306. Health Care of Young Adults

Clinical experience in the nursing care of young adults. Fifteen hours field experience.

Nursing 401. Health Problems of Adults

Major health problems of adults including preventive, supportive, therapeutic and rehabilitative nursing care. Two lectures, two discussions, and three hours field experience.

Nursing 402. Health Care of Adults

Clinical experience in the nursing care of adults. Fifteen hours field experience.

Nursing 403. Health Problems of the Aging Population

Major health problems of the aging, including prevention of illness, promotion of health, and improvement of therapeutic and rehabilitative care. Two lectures, two discussions, and three hours field experience.

Nursing 404. Health Care of the Aging

Clinical experience in the nursing care of the aging. Fifteen hours field experience.

Nursing 490. Seminar—Advanced Clinical Nursing

Advanced field work in clinical nursing of student's choice. Study of problems common to all areas, team nursing, supervision, teaching of patients and families; public health, pediatric, medical-surgical, obstetrical, psychiatric, and geriatric nursing. Prerequisite: Major in Nursing.

* These courses are available in learning modules and may be taken in lieu of regular courses.

PHYSICS DEPARTMENT

The Department of Physics considers that it serves multiple roles in the College's educational system. Not only does it prepare students for advanced study and professional work in physics and other physical sciences such as geophysics, atmospheric physics, etc., but it also provides the necessary education in physics for students of other sciences.

In view of the highly technological nature of the society in which we live, the department also places high priority on the education of the non-science student. Physics 100, in particular, is designed to help these students achieve an understanding of the methods and goals of science and to provide them an opportunity to seriously consider and discuss important socio-scientific-technological questions.

Although the minimum degree requirements are stated below, majors in physical science with the physics option who plan to pursue careers as professional physicists are advised to take additional physics and mathematics courses. Members of the Department of Physics will be pleased to provide counseling on recommended programs to any students who may wish to pursue this major.

Requirements for the Major in Physical Sciences

Physics Option:

Twelve courses, including the following (or equivalent):

- A. Physics 201, 202, 203 and either Chemistry 202 (or 150) and 203 or Earth Sciences 201 and 202
- B. Three 300 level courses, selected from the following:
Physics 301, 302, 303, 307, 311, 312 (at least two), or
Chemistry 301, 302, 303, or
Earth Sciences 301, 302, 306, 307
- C. Two additional upper division courses selected from the above, or from the following:
(at least one in Physics)
Physics 401, 402, 403, 404
Chemistry 411, 412
Earth Sciences 431, 441

Note: From the combination of B and C, there must be at least two courses outside of Physics, preferably in the same field as the elected 200 level courses.

D. Physics 480 and 490

Physical Science 100 is recommended.

Cognate area: Mathematics 201 and 202, and either 203, 204 or 140, 120

The combination of courses in Mathematics will depend on the selection of upper division courses.

COURSES

NOTE: Each course not otherwise designated carries five quarter units of credit.

Lower Division

Physics 100. Perspectives in Physics

Modern physics in historical perspective; relevance of current physical concepts to society; field and laboratory investigation into existing and conceivable problems to illustrate the potential as well as the limitations of scientific inquiry. One lecture, two discussions, and two three-hour laboratories.

Physics 201. Basic Principles of Newtonian Physics

Newtonian mechanics and optics; relationships to contemporary physics; field and laboratory investigations with emphasis on physical measurement of optical phenomena and motion. Two lectures, one discussion, and two three-hour laboratories. Prerequisite or concurrent: Mathematics 106.

Physics 202. Basic Principles of Maxwellian Physics

Maxwellian electromagnetics; relationships to contemporary physics; field and laboratory investigations in electricity, electronics and magnetism, including the application of heat. Two lectures, one discussion, and two three-hour laboratories. Prerequisite or concurrent: Mathematics 201, Physics 201.

Physics 203. Basic Principles of Contemporary Physics

Modern physics; principles of relativity, quantum phenomena and the structure of matter. Observation and investigation related to atomic and molecular structure. Two lectures, one discussion, and two three-hour laboratories. Prerequisites: Mathematics 201, Physics 202.

Physics 277. Contemporary Topics in Physics

Analysis of contemporary and interdisciplinary problems. Topics and prerequisites to be announced. Field and laboratory investigations.

Upper Division Core Courses**Physics 301. Concepts of Force Fields and Potential**

Basic laws pertaining to fields, forces, potential, and potential energy in gravitation, electromagnetism, and fluid mechanics. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Mathematics 202. Offered in 1973-74 and alternate years.

Physics 302. Concepts of Oscillations and Waves

Basic laws pertaining to harmonic, damped, and forced oscillations in vibrating systems. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Mathematics 202. Offered in 1973-74 and alternate years.

Physics 303. Concepts of Radiation and Spectra

Basic laws pertaining to the propagation and transmission of radiation in the electromagnetic spectrum; electromagnetic theory. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Mathematics 202. Offered in 1973-74 and alternate years.

Physics 307. Concepts of Physical Systems

Electronics systems; development of models. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Mathematics 202. Offered in 1974-75 and alternate years.

Physics 311. Concepts of Atomic and Molecular Physics

Quantum phenomena in statistical mechanics and electricity. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Mathematics 202. Offered in 1974-75 and alternate years.

Physics 312. Concepts of Nuclear Physics

Experimental phenomena of elementary particles in relation to nuclear models. Observation, investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Mathematics 202. Offered in 1974-75 and alternate years.

Upper Division Elective Courses**Physics 401. Linear Systems**

Mechanical-electrical systems; development of models. Laboratory investigation and presentation. One lecture, one discussion and three three-hour laboratories. Prerequisites: Physics 307, Math. 210, 302. Offered in 1973-74 and alternate years.

Physics 402. Statistical Physics

Macro phenomena as a result of average of micro phenomena; statistical mechanics, quantum probabilities; development of models. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 311, Math. 140 or 340. Offered in 1973-74 and alternate years.

Physics 403. Solid State Physics

Macroscopic phenomena related to the properties of crystalline matter. Laboratory investigation and presentation. One lecture, one discussion, and three three-hour laboratories. Prerequisites: Physics 203, Math. 302. Offered in 1974-75 and alternate years.

Physics 404. Introduction to Quantum Mechanics

Schroedinger formulation and solution of quantum mechanical problems, including the harmonic oscillator, particle in a box, the hydrogen atom, etc. Application to selected problems. Prerequisites: Physics 302, Math. 302. Offered in 1974-75 and alternate years.

Physics 477. Special Topics in Physics

Topics and prerequisites to be announced. May be repeated in different topics.

Required Senior Courses**Physics 480. Research Participation**

Individual study in scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Students preparing to teach may repeat once with emphasis on research in the areas of curriculum and materials development.

Physics 490. Senior Seminar

Presentation of papers and discussion, by faculty and students. Participants will be grouped by interdisciplinary interest. Prerequisite: Major or minor in physics.

Graduate Courses**Physics 577. Advanced Topics in Physics (3)**

Topics and prerequisites to be announced. May be repeated for different topics. General prerequisite: Major or minor in physics. Not offered in 1973-74.

Physics 580. Advanced Research Participation (3)

Individual scientific investigation, under supervision. (Experience as a research assistant does not count for credit.) Prerequisite: Consent of instructor. Not offered in 1973-74.

FACULTY DIRECTORY

1972-73

- ROMBERG, Paul F.President and Professor of Biology
B.S., Ph.D., University of Nebraska
- ABRAHAM, Michael.....Lecturer in Science Education
B.A., Grinnell College; M.A.T., Emory University
- ALBI, Frank E.Lecturer in Romance Languages
B.A., University of British Columbia; M.A., Ph.D., University of California, Berkeley
- ALLEN, Mary J.Lecturer in Psychology
A.B., University of California, Berkeley
- AMUNDSON, John C.Assistant Professor of Biology
B.A., California State College, Long Beach; Ph.D., University of California, Irvine
- ANGUS, Robert J.Lecturer in Philosophy
B.A., Northwestern University; M.A., University of California, Santa Barbara
- AYARS, William B.Lecturer in Marketing
B.S., State University of New York; M.B.A., Oregon State University; Ph.D., Purdue University
- BAGGERLY, Leo L.Professor of Physics
B.S., M.S., Ph.D., California Institute of Technology
- BAKOTA, CarlosLecturer in History
B.A., M.A., University of California, Los Angeles
- BARNES, Jim D.Associate Professor of Marketing
B.S., M.B.A., California State University, Fresno
- BEHRENS, JackChairman of Fine Arts and Associate Professor of Music
B.Sc., M.Sc., Julliard School of Music; Ph.D., Harvard University
- BELKIND, Allen J.Associate Professor of English
B.A., M.A., University of California, Los Angeles; Ph.D., University of Southern California
- BELL, Richard O.Lecturer in Fine Arts
B.A., University of Colorado; M.F.A., Ohio University; M.A., Washington University
- BETTY, L. StaffordLecturer in Religious Studies
B.S., Spring Hill College; M.A., University of Detroit; M.A., Fordham University
- BILAS, Richard A.Chairman and Professor of Economics
A.B., Duke University; Ph.D., University of Virginia
- BLUME, F. DuaneChairman and Associate Professor of Biology
A.B., Wabash College; Ph.D., University of California, Berkeley
- BRADY, Charles N.Lecturer in Music
B.M., University of Southern California; M.M., The Catholic University of America
- BRIDGMAN, Donald C.Acting Dean, School of Education
and Professor of Education
A.B., Chapman College; M.S., Ed.D., University of Southern California
- BRINEGAR, John B.Professor of Education and Coordinator
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- BRUMFIELD, JohnAssistant Professor of Fine Arts

- B.A., M.A., California State College, Los Angeles; M.A. in Art, University of California, Berkeley
- BUEHRER, Richard L. Lecturer in History
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- CALABRESE, Philip Assistant Professor of Mathematics
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- CARVAJAL, Rudy Director of Athletics
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- CLARK, C. Lee Lecturer in Anthropology
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- CLARK, Michal Associate Professor of Education
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- CLARK, S. Eugene Lecturer in Political Science
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- COE, Robert K. Dean, School of Business and Public Administration
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- COHN, Kim Associate Professor of Chemistry
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- COOK, Nancy L. Professor of Nursing
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- COOKE, E. David Associate Professor of Education
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- CUERVO, Jose S. Lecturer in Spanish
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- DAWSON, HUGH R. Lecturer in Accounting
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- DETWILER, Daniel P. Chairman and Professor of Physics
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- DICKSON, Luther..... Assistant Professor of Chemistry (eff. 1/2/73)
B.A., Miles College; M.S., Ph.D., University of Pacific
- DIETIKER, K. EdwardProfessor of Psychology
B.A., Oberlin College; B.D., Chicago Theological Seminary; M.A., University of Chicago
Divinity School; Ph.D., University of Chicago
- DULL, Roy R. Director of Continuing Education and
Associate Professor of Business and Public Administration
B.A., University of California, Riverside; M.B.A., Stanford University; Ph.D., Claremont
Graduate School
- DUQUETTE, Raymond Associate Professor of Education
and Co-Director, Reading Study Skills Center
B.S., Massachusetts State College; M.S., University of Bridgeport, Ph.D., Arizona State
University
- DUTTON, Melvyn L. Assistant Professor of Chemistry
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sity of California, Irvine
- EDWARDS, Nathan A.Professor of Education
B.S., Iowa State University; M.S., Drake University; Ph.D., University of Iowa; Licensed
Psychologist
- ERB, Emerson C. Professor of Accounting
B.S., M.B.A., D.B.A., Indiana University
- FALERO, Frank, Jr..... Associate Professor of Economics
B.A., University of South Florida; M.S., Ph.D., Florida State University
- FANG, Fabian T.Chairman and Professor of Chemistry
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- FLACHMANN, Michael Lecturer in English
B.A., University of the South; M.A., University of Virginia; Ph.D., University of Chicago
- FLADOS, Norman D.Chairman and Professor of Health Sciences
B.S., M.Ed., University of Texas, Austin; B.S., Ph.D., Texas A & M University
- FLEMING, Kathryn L. Lecturer in Nursing (eff. 1/2/73)
B.S., M.S., Fresno State College
- FLETCHER, Robert G. Associate Professor of Finance
B.A., Willamette University; M.A., Ph.D., University of California, Los Angeles
- FOSTER, E. Merle.....Professor of Education
A.B., A.M., Colorado State College; Ph.D., University of Iowa
- GARCIA, Augustine Associate Professor of Education
B.A., Fresno State College; M.A., Ph.D., University of New Mexico
- GEIGLE, Ray A. Associate Professor of Political Science
B.S., University of Utah; M.A., Ph.D., University of Washington
- GEORGE, James H. Assistant Professor of History
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- GIBBS, M. DeniseLecturer in Nursing
B.S., R.N., University of San Francisco; M.S., California State University, Los Angeles
- GILLELAND, Martha J. Associate Professor of Chemistry
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- GONZALES, Raymond J. Assistant Professor of Spanish (on leave 1972-73)
B.A., San Francisco State College; M.A., University of the Americas, Mexico City; Ph.D.,
University of Southern California
- GOULD, James A.Visiting Professor of Philosophy
(fall quarter, 1972)

- B.S., M.A., Ph.D., University of Michigan
- GRAHAM, Hugh F. Professor of History
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- GRAVES, Richard D. ...Audio/Visual Coordinator and Associate Professor of Education
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- GRAVES, Richard W. Professor of Business
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- GREEN, Donald C. Associate Professor of English
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- GREENE, Alan C. Associate Professor of Physics
B.S., Northeastern University; Ph.D., Brown University
- GREENE, Frederick D. Lecturer in Management
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- HANSON, William Byrd Assistant Professor of Sociology
B.A., Marietta College; M.A., Ph.D., Brown University
- HARDY, John W. Associate Professor of Mathematics
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- HIBBARD, George B. Dean of Students and Professor of Education
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- HORTON, James C. Academic Village Dean and Professor of Biology
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- JONES, Daniel J. Chairman and Professor of Earth Sciences
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- JUHASZ, Joanne M. Associate Professor of Nursing
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- KEET, James C. Assistant Professor of English
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- KEGLEY, Charles W. Chairman, Philosophy and Religious Studies
and Professor of Philosophy
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- KELLENBERGER, Lonnie R. Assistant Professor of Education
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- KESSLER, Gary E. Assistant Professor of Philosophy
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Union Theological Seminary
- KETTERL, George W. Assistant Professor of Art
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- KLEINSASSER, Jerome Assistant Professor of Music
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- LAKSHMI, Rebbapragada v. Lecturer in Physics (Spring Quarter, 1973)
B.Sc., M.Sc., Mysore University, India; Ph.D., Bristol University, England
- LARSON, James A. Head Coach of Basketball and Lecturer in Physical Education
B.A., Bethel College; M.A., Fresno State College
- LASKOWSKI, Edward A. Associate Professor of Earth Sciences
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- LASSETER, Victor K. Assistant Professor of English
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University
- LOZANO, Carlos Chairman of Foreign Languages and Professor of Spanish
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- MANNING, John C. Professor of Earth Sciences
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- MCCALL, Charles H. Chairman and Professor of Political Science
A.B., A.M., Indiana University; A.M., Ph.D., Yale University
- McCLAIN, Meredith Lecturer in German
B.M., Oberlin Conservatory; M.A., A.B.D., University of Texas
- McMILLIN, James D. Lecturer in Sociology
B.A., M.A., Washington State University
- MICHALS, Bernard E. Associate Professor of Science Education
A.B., M.A., Colorado State College; Ed.D., Stanford University
- MILLER, Carl E. Professor of Education, Coordinator of Field Experiences,
Elementary, and Director of Reading Study Skills Center
B.S., Anderson College; M.A., Eastern New Mexico University; Ed.D., Texas Technolog-
ical College
- MOODY, R. Dale Counselor and Associate Professor of Education
B.A., Southwestern College, Kansas; M.A., Colorado State College; Ph.D., Stanford Uni-
versity
- MOSES, Elizabeth Lecturer in Nursing (eff. 3/26/73)
M.A., University of Pittsburgh; Ph.D., University of California, Berkeley
- MURPHY, Ted D. Associate Professor of Biology
A.B., M.A., Ph.D., Duke University
- NOEL, Richard C. Assistant Professor of Psychology
B.A., University of Portland; M.A., Ph.D., University of Colorado
- NOVOTNY, Henry R. Associate Professor of Psychology
B.A., University of London; M.A., Columbia University; Ph.D., University of Southern
California
- OST, David H. Associate Professor of Science Education
B.A., Augsburg College; M.A., University of Michigan; Ph.D., University of Iowa
- PAAP, Warren R. Assistant Professor of Sociology
B.S., M.S., University of Wisconsin, Milwaukee; Ph.D., University of Missouri

- PAQUETTE, Mary G. Assistant Professor of French
B.A., M.A., Ph.D., University of California, Santa Barbara
- PARKER, Arthur F., Jr. Lecturer in Agribusiness (eff. 3/26/73)
B.A., Clemson University; M.S., Ph.D., University of Florida
- PASSEL, Anne W. Professor of English
B.A., Mt. Holyoke College; M.A., Ph.D., University of the Pacific
- PATENAUDE, Robert Lecturer in Mathematics
B.A., Humboldt State College; M.A., Syracuse University; Ph.D., California Institute of Technology
- PHILIPS, Susan U. Lecturer in Anthropology
B.A., University of California, Riverside
- PLOTKIN, Ira Lecturer in History
A.B., University of Rochester; M.A., University of Michigan
- PONKO, Vincent H., Jr. Dean, School of Humanities and Professor of History
A.B., Brown University; M.A., DePaul University; Ph.D., Loyola University, Chicago
- PRIGGE, Norman K. Lecturer in Philosophy
B.A., M.A., C.Phil., University of California, Santa Barbara
- PURCELL, Harold I. Associate Professor of Accounting
B.A., University of Arizona; M.S., San Diego State College; D.B.A., University of Southern California
- PYCLIK, H. Peter Assistant Professor of History
B.S., Utah State University; Ph.D., University of Minnesota
- RAMONDINO, Salvatore Lecturer in Spanish
B.A., City University of New York; M.A., Ph.D., Columbia University
- RINALDUCCI, Esther Associate Professor of Nursing
R.N., B.S., M.S., University of Pennsylvania
- ROSS, Doris E. Lecturer in Sociology
B.A., Ohio State University; M.A., University of Chicago
- ROSS, James L. Associate Professor of Sociology
B.S., M.A., University of Georgia; Ph.D., Ohio State University
- ROTHBART, Andrea Assistant Professor of Mathematics
B.A., Wayne State University; M.A., Washington University; Ph.D., University of Washington
- ROWES, Barbara G. Lecturer in English
B.A., Cornell University and New York University; M.A., The Johns Hopkins University
- ROY, Chalmer J. Visiting Professor of Earth Sciences
(spring quarter, 1973)
B.A., M.A., University of Missouri; M.A., Ph.D., Harvard University
- RUTHERFORD, Harold G. Lecturer in Mathematics
A.B., Andrews University; Ph.D., University of Oregon, Eugene
- SAGE, John N. Associate Professor of Physical Education
B.A., M.A., Ed.D., University of California, Los Angeles
- SAMPSON, Patsy H. Chairman and Professor of Psychology
B.A., University of Oklahoma; Ph.D., Cornell University
- SAN AGUSTIN, Andres Associate Professor of Marketing
B.B.A., University of the East (Manila); M.S., University of Rhode Island
- SASAKI, Edwin H. Assistant Professor of Psychology
B.A., Willamette University; Ph.D., Stanford University
- SCHROT, Mary D. Associate Professor of Mathematics

- B.A., Immaculate Heart College; M.A., University of Notre Dame; Ph.D., University of California, Los Angeles
- SEAVEY, Steven R. Lecturer in Biology
B.S., San Diego State College; Ph.D., Stanford University
- SEAY, Joe Head Coach of Wrestling and Lecturer in Physical Education
B.S., M.S., Kansas State University
- SECOR, Kenneth E. Dean for Administration and Professor of Mathematics;
Registered Civil Engineer
B.S., M.S., Eng.D., University of California, Berkeley
- SELTZER, Allan L. Associate Professor of Psychology
B.A., Ph.D., University of Chicago
- SHUBS, Peter A. Lecturer in Political Science
A.B., University of Pennsylvania
- SHUSTER, Louis J. Professor of Management
A.B., Sacramento State College; M.B.A., D.B.A., University of Washington
- SILVERMAN, Philip Associate Professor of Anthropology
B.A., University of Oklahoma; Ph.D., Cornell University
- SIMMONS, Roger A. Assistant Professor of Anthropology
B.A., Dartmouth College; Ph.D., University of California, Berkeley
- SMITH, Marion B. Professor of Mathematics
B.S., M.S., Louisiana State University; Ph.D., University of North Carolina
- SPENCER, David G. Chairman and Professor of English
A.B., M.A., Ph.D., University of California, Berkeley
- STILLMAN, Richard J., II Associate Professor of Public Administration
A.B., Harvard University; M.P.A., D.P.A., The Maxwell School, Syracuse University
- SUTER, Steven E. Assistant Professor of Psychology
B.S., Bethany College; M.A., Bowling Green State University; Ph.D., Johns Hopkins University
- SWANK, Richard M. Associate Dean of Students, Director of Counseling
and Placement, and Associate Professor of Education
B.A., M.A., Ph.D., Purdue University
- TEAL, Eugene W. Lecturer in Finance
B.A., University of California, Santa Barbara; M.A., University of California, Los Angeles
- TEMPLE, Kathe D. L. Associate Professor of Nursing
B.S., M.S., University of Colorado, Boulder; Ed.D., University of Northern Colorado
- THOMPSON, Wayne E. Chairman, Sociology/Anthropology and
Professor of Sociology
B.A., M.A., University of Colorado; Ph.D., Cornell University
- TOWELL, W. Patrick Lecturer in Political Science
A.B., Georgetown University; M.A., Northwestern University
- TRAIL, Ira D. Chairman and Professor of Nursing
R.N., Bellevue Hospital School of Nursing, New York; B.S., Hunter College, M.A., Teachers College, Columbia University; Ph.D., University of California, Los Angeles
- TRAVIS, Russell E. Assistant Professor of Sociology
B.S., Rider College; M.A., San Diego State College; Ph.D., University of Texas
- TUERCK, David G. Associate Professor of Economics
A.B., A.M., George Washington University; Ph.D., University of Virginia
- TWITCHELL, James B. Assistant Professor of English

- B.A., University of Vermont; M.A., Ph.D., University of North Carolina
 VALDEZ, Dennis L. Lecturer in Accounting
 B.S., California State College, Hayward; M.B.A., California State College, Long Beach
 VIGEN, James W. Associate Professor of Management Science
 B.S., M.S., Colorado State University; Ph.D., Ohio State University
 WAKE, William H. Associate Professor of Earth Sciences
 A.B., Stanford University; A.M., Teachers College, Columbia University; Ph.D., University of California, Los Angeles
 WALKER, Marguerite L. Professor of Art
 B.A., Western Washington College; M.A., Ph.D., University of Washington
 WATTS, Thomas M. Dean, School of Behavioral Sciences and
 Professor of Political Science
 A.B., Albion College; M.A., Ph.D., Indiana University
 WEBB, Leland F. Assistant Professor of Mathematics
 B.A., University of California, Santa Barbara; M.A., California State Polytechnic College, San Luis Obispo; Ph.D., The University of Texas at Austin
 WEST, Lorraine W. Associate Professor of Education
 B.A., Fresno State College; M.A., Stanford University
 WHITLEY, Jim D. Professor and Coordinator of Physical Education
 A.B., M.A., Ed.D., University of California, Berkeley
 WILDER, Philip S., Jr. Academic Vice President and Professor of Political Science
 B.S., Bowdoin College; M.A., Ph.D., Harvard University
 WISE, Robert I., Jr. Lecturer in Education
 A.B., Colby College; M.A., San Francisco State College; Ph.D., Stanford University
 WOOD, Forrest G. Professor of History
 A.B., M.A., Sacramento State College; Ph.D., University of California, Berkeley
 YEAROUT, Betty P. Associate Professor of Health Sciences
 B.S., Kansas State University; M.S., University of Missouri
 ZIMMERMAN, Howard C. Professor of Education and Coordinator of
 Master of Arts in Education Programs
 A.B., Northwest Nazarene College; M.A., D.Ed., University of Oregon

PROFESSIONAL LIBRARY STAFF

- SCHEIDE, Benton F. Director of Libraries
 B.A., M.A., University of Denver; Ph.D., Case Western Reserve University
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 B.Mus.Ed., University of Montana; M.A., San Jose State College
 KIRKLAND, Janice. Catalogue Librarian
 A.B., M.L.S., University of California, Berkeley
 SEGESTA, James E. Head of Technical Services
 B.A., University of Michigan; M.S., M.A., University of Southern California
 SASTRI, M. I. Reference Librarian
 B.A., M.A., Andhra University, Waltair, India; Ph.D., Western Reserve University

PART-TIME FACULTY

1972-73

- ACOSTA, JohnCoordinator of Mini-Corps and Adjunct Lecturer in Education
B.A., Colorado State College
- ADAMS, I.N.Adjunct Lecturer in Chemistry
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